



1. Harap cipta milik UIN Suska Riau
2. Harap cipta milik UIN Suska Riau
3. Harap cipta milik UIN Suska Riau
4. Harap cipta milik UIN Suska Riau
5. Harap cipta milik UIN Suska Riau
6. Harap cipta milik UIN Suska Riau
7. Harap cipta milik UIN Suska Riau
8. Harap cipta milik UIN Suska Riau
9. Harap cipta milik UIN Suska Riau
10. Harap cipta milik UIN Suska Riau
11. Harap cipta milik UIN Suska Riau
12. Harap cipta milik UIN Suska Riau
13. Harap cipta milik UIN Suska Riau
14. Harap cipta milik UIN Suska Riau
15. Harap cipta milik UIN Suska Riau
16. Harap cipta milik UIN Suska Riau
17. Harap cipta milik UIN Suska Riau
18. Harap cipta milik UIN Suska Riau
19. Harap cipta milik UIN Suska Riau
20. Harap cipta milik UIN Suska Riau
21. Harap cipta milik UIN Suska Riau
22. Harap cipta milik UIN Suska Riau
23. Harap cipta milik UIN Suska Riau
24. Harap cipta milik UIN Suska Riau
25. Harap cipta milik UIN Suska Riau
26. Harap cipta milik UIN Suska Riau
27. Harap cipta milik UIN Suska Riau
28. Harap cipta milik UIN Suska Riau
29. Harap cipta milik UIN Suska Riau
30. Harap cipta milik UIN Suska Riau
31. Harap cipta milik UIN Suska Riau
32. Harap cipta milik UIN Suska Riau
33. Harap cipta milik UIN Suska Riau
34. Harap cipta milik UIN Suska Riau
35. Harap cipta milik UIN Suska Riau
36. Harap cipta milik UIN Suska Riau
37. Harap cipta milik UIN Suska Riau
38. Harap cipta milik UIN Suska Riau
39. Harap cipta milik UIN Suska Riau
40. Harap cipta milik UIN Suska Riau
41. Harap cipta milik UIN Suska Riau
42. Harap cipta milik UIN Suska Riau
43. Harap cipta milik UIN Suska Riau
44. Harap cipta milik UIN Suska Riau
45. Harap cipta milik UIN Suska Riau
46. Harap cipta milik UIN Suska Riau
47. Harap cipta milik UIN Suska Riau
48. Harap cipta milik UIN Suska Riau
49. Harap cipta milik UIN Suska Riau
50. Harap cipta milik UIN Suska Riau
51. Harap cipta milik UIN Suska Riau
52. Harap cipta milik UIN Suska Riau
53. Harap cipta milik UIN Suska Riau
54. Harap cipta milik UIN Suska Riau
55. Harap cipta milik UIN Suska Riau
56. Harap cipta milik UIN Suska Riau
57. Harap cipta milik UIN Suska Riau
58. Harap cipta milik UIN Suska Riau
59. Harap cipta milik UIN Suska Riau
60. Harap cipta milik UIN Suska Riau
61. Harap cipta milik UIN Suska Riau
62. Harap cipta milik UIN Suska Riau
63. Harap cipta milik UIN Suska Riau
64. Harap cipta milik UIN Suska Riau
65. Harap cipta milik UIN Suska Riau
66. Harap cipta milik UIN Suska Riau
67. Harap cipta milik UIN Suska Riau
68. Harap cipta milik UIN Suska Riau
69. Harap cipta milik UIN Suska Riau
70. Harap cipta milik UIN Suska Riau
71. Harap cipta milik UIN Suska Riau
72. Harap cipta milik UIN Suska Riau
73. Harap cipta milik UIN Suska Riau
74. Harap cipta milik UIN Suska Riau
75. Harap cipta milik UIN Suska Riau
76. Harap cipta milik UIN Suska Riau
77. Harap cipta milik UIN Suska Riau
78. Harap cipta milik UIN Suska Riau
79. Harap cipta milik UIN Suska Riau
80. Harap cipta milik UIN Suska Riau
81. Harap cipta milik UIN Suska Riau
82. Harap cipta milik UIN Suska Riau
83. Harap cipta milik UIN Suska Riau
84. Harap cipta milik UIN Suska Riau
85. Harap cipta milik UIN Suska Riau
86. Harap cipta milik UIN Suska Riau
87. Harap cipta milik UIN Suska Riau
88. Harap cipta milik UIN Suska Riau
89. Harap cipta milik UIN Suska Riau
90. Harap cipta milik UIN Suska Riau
91. Harap cipta milik UIN Suska Riau
92. Harap cipta milik UIN Suska Riau
93. Harap cipta milik UIN Suska Riau
94. Harap cipta milik UIN Suska Riau
95. Harap cipta milik UIN Suska Riau
96. Harap cipta milik UIN Suska Riau
97. Harap cipta milik UIN Suska Riau
98. Harap cipta milik UIN Suska Riau
99. Harap cipta milik UIN Suska Riau
100. Harap cipta milik UIN Suska Riau

STUDENTS' PERCEPTION OF TEACHERS' PEDAGOGICAL AND PERSONAL COMPETENCES TOWARD THEIR ENGLISH LEARNING OUTCOMES AT SMPN 1 BANDAR SEIKIJANG

THESIS

Submitted to Fulfill One of Requirements for the Award of
Magister of Education (M.Pd) at Islamic Education
Concentration on English Education Department



Written By:

BAGUS TRI SAPUTRA
21890115438

**THE POST GRADUATE PROGRAM
OF STATE ISLAMIC UNIVERSITY
SULTAN SYARIF KASIM RIAU
1442 H / 2021 M**



KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
PASCASARJANA
كلية الدراسات العليا
THE GRADUATE PROGRAMME
Alamat : J. KH. Ahmad Dahlan No. 94 Pekanbaru 20129 PO BOX 1004
Phone & Faxes : (0761) 850032, Site : pps.uin-suska.ac.id E-mail : pps@uin-suska.ac.id

Lembaran Pengesahan

Nama :
Nomor Induk Mahasiswa :
Gelar Akademik :
Jumlah :

: Bagus Tri Saputra
: 21890115438
: M.Pd. (Magister Pendidikan)
: Students' Perception of Teachers' Pedagogical and
Personal Competences toward Their English Learning
Outcomes at SMPN 1 Bandar Seikijang

Tim Penguji:

Dr. Bukhori, M.Pd
Penguji I/Ketua

Dr. Budi Azwar, SE, M. Ec
Penguji II/Sekretaris

Dr. Zuhidah, M.Pd
Penguji III

Dr. Khalril Anwar, MA
Penguji IV

Tanggal Ujian/Pengesahan

27/07/2021

UIN SUSKA RIAU



EXAMINER APPROVAL SHEET

This thesis entitled “Students’ Perception of Teachers’ Pedagogical and Personal Competences toward their English Learning Outcomes at SMPN 1 Bandar Seikijang” is written by:

Name : Bagus Tri Saputra
Student Number : 21890115438
Study Program : Islamic Education
Concentration : English Education

has been examined and revised based on the feedback provided by the Thesis Examiner Team of Postgraduate Program at State Islamic University of Sultan Syarif Kasim Riau in the final exam held on July 27th 2021.

Approved by:

Examiner I

Dr. Hj. Zulhidah, M.Pd

NIP. 196604231 99403 2 001

Date: August 5th 2021

Examiner II

Dr. Khairil Anwar, M.A

NIP. 197407132 00801 1 011

Date: August 5th 2021

UIN SUSKA RIAU



APPROVAL SHEET

This thesis entitled “Students’ Perception of Teachers’ Pedagogical and Personal Competences toward their English Learning Outcomes at SMPN 1 Bandar Seikijang” is written by:

Name : Bagus Tri Saputra
Student Number : 21890115438
Study Program : Islamic Education
Concentration : English Education

is accepted and approved to be examined at the Thesis Examination of Postgraduate Program of Islamic University of Sultan Syarif Kasim Riau.

Supervisor I

Abdul Hadi, MA, Ph.D
NIP. 1973011182000031001

Supervisor II

Dr. Faurina Anastasia, M.Hum
NIP. 198106112008012017

Acknowledge by:
Head of Islamic Education Study Program

Dr. Alwizar M.Ag
NIP. 197004222003121002

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumpulkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

© Hak Cipta Dilindungi Undang-Undang
UIN Suska Riau
ate Islamic University of Sultan Syarif Kasim Riau



SUPERVISOR APPROVAL SHEET

This thesis entitled “Students’ Perception of Teachers’ Pedagogical and Personal Competences toward their English Learning Outcomes at SMPN 1 Bandar Seikijang” is written by:

Name : Bagus Tri Saputra
Student Number : 21890115438
Study Program : Islamic Education
Concentration : English Education

has been corrected and revised based on the feedback by provided by the Thesis Consultant Team in final exam held on July 27th 2021.

Supervisor I

Abdul Hadi, MA, Ph.D
NIP. 1973011182000031001

Supervisor II

Dr. Faurina Anastasia, M.Hum
NIP. 198106112008012017

Acknowledge by:
Head of Islamic Education Study Program

Dr. Alwizar M.Ag
NIP. 197004222003121002

Hak cipta dilindungi Undang-Undang
1. Tidak mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan sumber.
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumpukan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



SUPERVISOR APPROVAL SHEET

The Director of Postgraduate Program

State Islamic University of Sultan Syarif Kasim Riau

Pekanbaru

Asalamualaikum Warahmataullahi Wabarakatuh

Having read, analyzed, corrected and revised the thesis with the title mentioned below written by:

Name : Bagus Tri Saputra

Student Number : 21890115438

Program Study : Islamic Education

Field of Study : English Education

Thesis Title : Students' Perception of Teachers' Pedagogical and Personal Competences toward their English Learning Outcomes at SMPN 1 Bandar Seikijang

has been approved to be examined and assessed in the final exam to be held by the Postgraduate Program UIN Suska Riau.

Wasalamualaikum Warahmatullahi Wabarakatuh

Supervisor I

Abdul Hadi, MA, Ph.D

NIP. 1973011182000031001



SUPERVISOR APPROVAL SHEET

The Director of Postgraduate Program

State Islamic University of Sultan Syarif Kasim Riau

Pekanbaru

Asalamualaikum Warahmataullahi Wabarakatuh

Having read, analyzed, corrected and revised the thesis with the title mentioned below written by:

Name : Bagus Tri Saputra

Student Number : 21890115438

Program Study : Islamic Education

Field of Study : English Education

Thesis Title : Students' Perception of Teachers' Pedagogical and Personal Competences toward their English Learning Outcomes at SMPN 1 Bandar Seikijang

has been approved to be examined and assessed in the final exam to be held by the Postgraduate Program UIN Suska Riau.

Wasalamualaikum Warahmatullahi Wabarakatuh

Supervisor II

Dr. Faurina Anastasia, M.Hum
NIP. 198106112008012017



STATEMENT OF ACADEMIC INTEGRITY

The person who had given the signature in the following:

Name	: Bagus Tri Saputra
NIM	: 21890115438
Place of Birth	: Pekanbaru
Date of Birth	: 26 Mei 1994
Study Program	: Islamic Education
Concentration	: English Education

Stated that the thesis I have written entitled: Students' Perception of Teachers' Pedagogical and Personal Competences toward their Learning Outcomes at SMPN 1 Bandar Seikijang, to meet one of the requirements for a Master Degree at the Postgraduate Program UIN Suska Riau is on my own works, whereas the materials in the thesis quoted from other sources have been clearly stated based on the norms and ethics of scientific writing.

If later discovered, however, that all or some parts of the thesis are not my own work or I have committed plagiarism, I take consequences my degree is removed as well as taking other sanctions according to the existing law.

Pekanbaru, June 2021

Bagus Tri Saputra

Hak cipta Dilindungi Undang-Undang
1. Larang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumpukan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

State Islamic University of Sultan Syarif Kasim Riau

ACKNOWLEDGEMENT

Alhamdulillah, all praises be to Allah and the researcher would like to express her gratitude to Allah almighty, the lord of the universe, master of the day judgment, for all blessing, kindness, and inspiration in lending me to accomplish the final projects as one of the requirements for the master program in English Education major at the post graduate program of State Islamic University of Sultan Syarif Kasim Riau. Then, sholawat and Salam always dedicated to our beloved prophet Muhammad Sollallohu A"laihi Wasallam, the great leader and good inspiration of world revolution.

Researcher realizes that he cannot complete this final project without the help of others. Many people have helped the researcher who have been greatly improved the research through comment, correction, assistance, guidance and motivation during the writing this final project. It would impossible to mention of all them. I wish, however, to give my sincere gratitude and appreciation to all people until this thesis has got through entitled "**Students' Perception of Teachers' Pedagogical and Personal Competences toward their English Learning Outcomes at SMPN 1 Bandar Seikijang**". Therefore, researcher would like to extend the appreciation to all of them. They as follows:

1. Prof. Dr. Suyitno, M. Ag, as Plt. Rector of State Islamic University of Sultan Syarif kasim Riau.
2. Prof. Dr. Ilyas Husti, MA the Direction of postgraduate Program of State Islamic University of sultan Syarif Kasim Riau.
3. Dr. H. Iskandar Arnel, MA, Vice Director of Postgraduate Program of State Islamic University of Sultan Syarif Kasim Riau.
4. Dr. Alwizar, M.Ag, the Chairperson of Islamic Education Study of State Islamic Education Study of State Islamic University of Sultan Syarif Kasim Riau and all staffs for their kindness, services, advices and suggestions during accomplishment of this project paper.



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumpukan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

5. Abdul Hadi, MA, Ph.D as the first Supervisor who has given the researcher valuable time to correction, supervision, suggestion from the very early stage of this research.
6. Dr. Faurina Anastasia, M.Hum as the second Supervisor who had the responsibility for her patience in providing careful guidance, helpful correction, and suggestions.
7. All lecturers, staffs and friends of Postgraduate Program of State Islamic University of Sultan Syarif Kasim Riau who has given valuable knowledge, information, and motivation.
8. Sri Mahyuni, S.Pd as the headmaster of SMPN 1 Bandar Seikijang Kabupaten Pelalawan and his staffs and teachers who have given their kindness as long as the researcher took the data.
9. The deepest gratitude for my beloved parents H. Saparuddin, S.Pd and Hj. Rosmina who have given their affection, attention, motivation, and inspiration. Besides that, support to me mentally and financially. I am proud of them. Without them I am nothing. I love them just way they are.
10. My beloved brother and sisters, Ade Kurniawan, ST, Endah Dwi Saputri, S.Gz and Pratiwi Lestari, S.Keb who have supported and motivated me to finish the thesis as soon as possible.
11. My love of my life, Ismah Fauziyah, S.Pd who have supported and reminded me to finish my thesis as soon as possible, prayed and motivated me as always, love you so much.
12. Thank you most warmly of my squad SMDCK E-Sport; Noir, Babe, Manabang, and Bangjali who have supported and motivated me to finish the thesis as soon as possible.
13. Thank you most warmly classmates PBI-A, my juniors and seniors of UIN SUSKA RIAU. Thank you for inspiring me and along the time we were together.

Pekanbaru, August 2021

Bagus Tri Saputra

TABLE OF CONTENTS

APPROVAL SHEET	ii
STATEMENT OF ACADEMIC INTEGRITY	viii
ACKNOWLEDGEMENT	ix
TABLE OF CONTENTS	xi
LIST OF TABLES	xiv
LIST OF SCHEMES	xvi
LIST OF PICTURES	xvii
LIST OF APPENDICES	xviii
ABSTRACT	xix
ABSTRAK	xx
CHAPTER I INTRODUCTION	1
1.1 Background of the Research	1
1.2 Statements of the Research	7
1.3 Limitation of the Research	9
1.4 Research Questions	10
1.5 The Rationale of the Study	10
1.5.1 Purpose of the Study	11
1.5.2 Significances of the Research	11
1.6 Definition of the Terms	13
1.6.2 Pedagogical Competence	13
1.6.3 Personal Competence	14
1.6.3 Learning Outcomes	15
CHAPTER II REVIEW OF RELATED LITERATURE	16
2.1 Definition of Teacher	16
2.2 The Nature of Study English	19
2.2.1 The Nature of Speaking	19
2.2.2 The Nature of Listening	23
2.2.3 The Nature of Reading	25



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mempublikasikan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

2.2.4 The Nature of Writing.....	28
2.3 Pedagogical Competence	30
2.3.1 A Brief Definition of Competence	30
2.3.2 Concepts of Teacher Competence.....	33
2.3.3 Definition of Pedagogic Competence	35
2.3.4 The Indicators of Pedagogic Competence.....	36
2.4 Personal Competence	44
2.4.1 Definition of Personal Competence	44
2.4.2 Characteristics of Personal Competence	46
2.5 Learning Outcomes in English of Junior High School ...	Error! Bookmark not defined.
2.6 Related Studies.....	53
2.7 Operational Concepts and Indicators	57
2.7.1 Indicators of Pedagogical Competence	57
2.7.2 Indicators of Personal Competence.....	58
2.7.3 Indicators of Learning Outcomes.....	59
2.8 Hypotheses	59
CHAPTER III RESEARCH METHODOLOGY	59
3.1 Research Design.....	59
3.2 Location and Time of the Research	60
3.3 Population and Sample.....	61
3.3.1 Population	61
3.3.2 Sample.....	61
3.4 Research Procedure	64
3.5 Techniques of Data Collection.....	65
3.5.1 Questionnaire of Pedagogical Competence	65
3.5.2 Questionnaire of Personal competence	67
3.5.3 Documentation	67
3.6 Techniques of Data Analysis	68
3.6.1 Statistic Descriptive	68
3.6.2 Validity and Reliability Test	69



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumpukan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

3.6.3 Classical Assumption Test	71
3.6.4 Multiple Regressions Analysis.....	73
3.6.5 Hypothesis Test.....	74
CHAPTER IV RESULTS AND FINDINGS	77
4.1 Results	77
4.1.1 Relationship Between Students' Perception of Teacher's Pedagogical Competence and Learning Outcomes.....	78
4.1.2 Relationship between students' perception of teacher's personal competence and learning outcomes	78
4.1.3 Relationship between students' perception of teacher's pedagogical and personal competences and learning outcomes	79
4.1.4 Validity and Reability Test	80
4.1.5 Statistic Descriptive	85
4.1.6 Classical Assumption Test	86
4.1.7 Multiple Regressions Analysis.....	90
4.1.8 Hypothesis Test.....	92
4.2 Discussion	96
CHAPTER V CONCLUSIN, IMPLICATION AND SUGGESTION	99
5.1 Conclusion.....	99
5.2 Implication	99
5.3 Suggestion	100
REFERENCES.....	102

Table 2.1	Pedagogical Competence's Indicators	56
Table 2.2	Personal Competence's Indicators	57
Table 2.3	Learning Outcomes' Indicators	57
Table 3.1	Population of Students of SMPN 1 Bandar Seikijang	61
Tabel 3.2	Sample per Class.....	63
Table 3.3	Questionnaire of Pedagogical Competence Validation	66
Table 3.4	Questionnaire of Personal Competence Validation	67
Table 3.5	Index Correlation of Reliability	71
Table 4.1	Hypothesis 1	78
Table 4.2	Hypothesis 2	79
Table 4.3	F Test	80
Table 4.4	Pedagogical Competence's Questionnaire.....	81
Table 4.5	Personal Competence's Questionnaire	82
Table 4.7	Reliability of Pedagogical Competence.....	83
Table 4.8	Reliability of Personal Competence	84
Table 4.9	Statistic Descriptive	85
Table 4.10	Pedagogical Item 1.....	86
Table 4.11	Pedagogical Item 2.....	87
Table 4.12	Pedagogical Item 3.....	88
Table 4.13	Pedagogical Item 4.....	88
Table 4.14	Pedagogical Item 5.....	89
Table 4.15	Pedagogical Item 6.....	89
Table 4.16	Pedagogical Item 7.....	90
Table 4.17	Pedagogical Item 8.....	90
Table 4.18	Pedagogical Item 9.....	91
Table 4.19	Pedagogical Item 10.....	91
Table 4.20	Pedagogical Item 11.....	92
Table 4.21	Pedagogical Item 12.....	92
Table 4.22	Pedagogical Item 13.....	93
Table 4.23	Pedagogical Item 14.....	93
Table 4.24	Pedagogical Item 15.....	94
Table 4.25	Pedagogical Item 16.....	94
Table 4.26	Pedagogical Item 17.....	95
Table 4.27	Personal Item 1	95
Table 4.28	Personal Item 2	96
Table 4.29	Personal Item 3	96
Table 4.30	Personal Item 4	97
Table 4.31	Personal Item 5	97
Table 4.32	Personal Item 6	98
Table 4.33	Personal Item 7	98
Table 4.33	Personal Item 8	99
Table 4.34	Personal Item 9	99



2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
- Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

Table 4.35	Personal Item 10	99
Table 4.36	Normality Test by Using <i>Kolmogorov Smirnov-Z</i>	100
Table 4.37	Multicollinearity Test.....	102
Table 4.38	Multiple Regressions Analysis	105
Table 4.39	t Test	107
Table 4.40	F Test	108
Table 4.41	R Square Test.....	109



LIST OF SCHEMES

Research Design	50
-----------------------	----



© Pak cipta milik UIN Suska Riau	State Islamic University of Sultan Syarif Kasim Riau
<p>Table 3.1</p> <p>Hal-hal yang Dilindungi Undang-Undang</p> <ol style="list-style-type: none"> 1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber: <ol style="list-style-type: none"> a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah. b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau. 2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau. 	

LIST OF PICTURES

Picture 4.1	Normality Test by Using P-Plot Scatter	100
Picture 4.2	Heteroscedastisity by Scatterplot Graph	103

LIST OF APPENDICES

©	UIN Suska Riau	State Islamic University of Sultan Syarif Kasim Riau	Appendix 1	List of Questionnaires
			Appendix 2	Questionnaire Answers to Test the Validity and Reliability
			Appendix 3	Recap Answers to the Questionnaire
			Appendix 4	Students' Learning Outcomes in English
			Appendix 5	SPSS Data Processing Results
			Appendix 6	SK Pembimbing
			Appendix 7	Surat Izin Penelitian
			Appendix 8	Dokumentasi



Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini untuk tujuan komersial atau untuk keuntungan pribadi.
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumpukan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

© Himpunan Cipta Milik UIN Suska Riau
See Islamic University of Sultan Syarif Kasim Riau

ABSTRACT

Bagus Tri Saputra (2021): Students' Perception of Teachers' Pedagogical and Personal Competences and their English Learning Outcomes: A Correlational Study at SMPN 1 Bandar Seikijang

The objective of this research was to know about the students' perception of teachers' pedagogical and personal competence toward students' English learning outcomes in SMPN 1 Bandar Seikijang. The researcher applied quantitative methods with a multiple regressions design. The samples of this research was the 85 students. The technique of collecting data by using questionnaire. Based on the result of this research, Pedagogical Competence has a significant effect on English Learning Outcomes. Therefore, the H1 hypothesis is accepted by the decision rule, namely the more teachers' pedagogical competence is good, then English learning outcomes will be higher. Personal Competence has a significant effect on English Learning Outcomes. Therefore, the H2 hypothesis is accepted by the decision rule, namely the more teachers' personal competence is good, then English learning outcomes will be higher. The variables of pedagogical competence and personal competence together have a significant effect on English learning outcomes. Therefore, H3 is accepted with the decision rule.

Keywords: pedagogical and personal competence, English learning outcomes.

ABSTRAK

Bagus Tri Saputra (2021): Persepsi Siswa tentang Kompetensi Pedagogik dan Kompetensi Personal Guru dengan Hasil Belajar Siswa: Studi Korelasi pada SMPN 1 Bandar Seikijang

Tujuan penelitian ini adalah untuk mengetahui persepsi siswa tentang pengaruh kompetensi pedagogik dan kompetensi pribadi terhadap hasil belajar bahasa Inggris di SMPN 1 Bandar Seikijang. Metode penelitian ini adalah kuantitatif dengan desain regresi berganda. Sampel pada penelitian ini berjumlah 85 siswa. Teknik pengumpulan data menggunakan kuesioner sebagai instrumen penelitian. Berdasarkan hasil penelitian ini menyebutkan bahwa, terdapat pengaruh kompetensi pedagogik dengan hasil belajar bahasa Inggris, terdapat pengaruh kompetensi pribadi terhadap terhadap hasil belajar bahasa Inggris. Secara keseluruhan, terdapat pengaruh kompetensi pedagogik dan pribadi terhadap hasil belajar bahasa Inggris.

Kata Kunci: kompetensi pedagogik, kompetensi pribadi, hasil belajar.



CHAPTER I

INTRODUCTION

1.1 Background of the Research

Education is an activity that carried out by someone to get knowledge of formal and non- formal education, in addition is also something important in social system. Education is become assessment of society against for someone. In education there are two types namely: formal and non-formal, formal education has been set up by the government, which is in education of an educator or better known as the teacher who has task in educating their students order to be able to carry out in learning process.

This process is very important in determining successful or whether learners, because a good education was in influence by ability which owned by the teachers. The assessment of teachers' competence is divergent with other professionals. Mudyaharjo (2012) stated that education is a learning experience. Therefore, education can too determine as the overall learning experience of each person through. However, education is not in a certain age limit, but last throughout life education.

Teachers have a very important task in improving the quality of learning, so that the position, role and functions cannot be replaced with any facilities. Teachers must be present with the students carry out learning in the classroom. The role and function of teachers in the learning associated with as informatory, organizer, motivator, directors, transmitters, facilitators, mediators and evaluators.



2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

Teachers are important in the structure of education without it education would be meaningless. Success in education processing of teachers and students to achieve learning process for students evaluate. Teachers should conceptually have the competence as a teacher. Teacher education has been divided into theory and practice. They are just improving theory and practice in teaching, the teachers not see competence. English teachers must have competence in education.

Teachers should develop their skills because it can be differences between teachers with another profession. Teachers must have changes their students' character focused study in learning activity, especially for English teacher. English teacher must to be able in developing learning activity. It was difficult to be an English teacher because in English learning activity have several aspect that must to able in student, namely are listening comprehension, speaking ability, reading comprehension, and writing ability.

Nowadays, on 21st century had been using new curriculum named 2013 curriculum. The 2013 curriculum is considered sufficient to answer the demands of the times on education to produce graduates who are competitive, innovative, creative and collaborative as well as character. So, teacher have an important role in learning process.

Taniredja and Abduh (2016) stated that the quality of education is indicated by the quality of teachers. Ideally, teachers should have a good pedagogical competence as well as show their good personalities also. Good pedagogical competence can be examined from the teaching and learning process



conducted by the teachers. Teaching and learning process should be suitable with the students' condition and facilitated by an innovative teaching method.

Furthermore, English teachers must have competences based on as a professional teacher, the teacher should have competences namely are pedagogic competence, personal competence, professional competence and social competence. The quality of teaching competence plays an important role in the creation and establishment of the quality in learning process for students, and also shows the level of professionalism of teachers according to their field and can contribute in improving learning performance.

Moreover, teacher should have competences because to become a teachers need skill and style in teaching learning activity. Competence is the basic of a personal characteristic that is the deciding factor in this success or failure of a person doing a job or in a particular situation. Competence as a basic characteristic of which consists of skills, knowledge and personal attributes for someone. Competence is very close and important for education to teachers. It can be improve performance use competences: pedagogical, personality, professional and social competence.

Pedagogical competence is the ability to manage the learning of learners includes an understanding of learns, instructional design and implementation, evaluation of learning outcomes, and the development of learning to actualize their potential. Pedagogic competence is one of competences which is teachers needed. Pedagogic competence is the teachers' way to manage students' learning activities. Pedagogic competences have aspects with the indicators and it is not



2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

unexpectedly, it is found by learning as systematic such as from candidate teachers even has been a teachers'. Pedagogic supported by talent, interest, and potentials each others.

Sudrajat (2012) states that there is seven aspects of pedagogic competence that must be has for teachers. The first is identification students' characteristics. The characteristics are physic, intellect, social, emotional, moral, and background of society of students. Secondly is can handle the learning strategy. It means, the teachers give a chance into students to handle teaching process by active and innovative. Thirdly is developing a curriculum, it means that teacher should good in administration of school then teacher can arrange syllabus based on curriculum. Fourthly is educated learning, it means that teachers can arranges a lesson plan that needed by students. Fifthly is to develop students' potential, it means that the teacher can analyze about students' ability. Sixthly is have good communication with students, it means that teacher gives more attention and to be a good listener with their students. Seventhly is evaluation, it means that the teachers can handle all of aspects. In addition, the seventh aspects of pedagogic competence must have by teachers.

Performance of teachers can be seen and measured based on the criteria competence that should be owned by teachers. Pertaining to performance of teachers, a form that behavior referred to is the teachers in learning which are how a teacher plan learning, implementing activities learning, and judge study results (Depdiknas, 2008). In the life of an organization there



2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

are several assumptions about human behavior as human resources underlying the importance of performance evaluation of teachers.

The assessment of the performance of teachers in substance is a process of activities evaluation or testing systematically which contains about methods and audit procedure on the report in the performance of teachers run errands any profession as educators and to get the information objectively in all matters relating to asersi activities about events of competence educator (teachers) and determine the level of competence between asersi with the criteria that have been set and communicate the results to parties interested parties (Ngadirin Setiawan, 2007). Parties concerned among other things these are the internal a teacher , parties the institution of a school where teachers on duty, the user or society, and the the ministry of national education as well as the local.

The act of number 14/2005 on teachers and lecturers article 1 points 1 stated that: "Teachers are professional educators with the main task educate, teaching, guide, directing, train, judge, and evaluate school tuition in early childhood education, basic education, and secondary education". Then article 8 stated that "Professional teachers must have academic qualifications minimum scholars or a diploma four, the competence of teachers (pedagogical, professional,

social and personality), having a certificate, physical and spiritual health, as well as the ability to realize national education targets”.

Competence of teachers covering competence pedagogical, competence personality, social competence, professional competency. The fourth competence integrated in the performance of teachers. Of the four the competence that influences the performance teachers in class directly is competence pedagogical and competence professional. While, personal and social skills in Indonesia almost is growing autodidact in religious values. In this research focus on competence pedagogical and personality the result of these two competence the more influential in the classroom directly (Suyanto, 2014).

In fact shows that most of the problems existing in the pedagogical competence and professional competence. Pedagogical competence is competencies required of teachers with respect to student characteristics viewed from various aspects such as moral, emotional, and intellectual. It implies that a teacher should be able to master the learning theory and principles of learning, because students have the character, nature, and different interest.

Most an English teacher in the SMPN 1 Bandar Seikijang have not been able to optimize the potential of learners to actualize his ability in the classroom, and also has not been able to conduct an assessment of the learning activities that have been performed due to factors clueless or stuttering technology. Meanwhile, personal competence is the ability to be held by teachers in the planning and implementation of the learning process. Teachers have a duty to direct the



learning activities of students to achieve the learning objectives, the teachers are required to be able to convey the lesson material.

The researcher want to know about the students' perception of pedagogic and personal competence toward their English learning outcomes. This will be investigated in SMPN 1 Bandar Seikijang based on students' perception about their teacher competences. According this statement, this research is replicate the Supriyanto (2017) that find the correlation of pedagogic and personal competence toward students' learning achievement in senior high school. But, there are several differences such as added the intervening variable such as motivation. So, the researcher wants to know about is there affected by pedagogic and personal competence toward students motivation. Based on explanation above, this research entitled **"Students' Perception of Teachers' Pedagogical and Personal Competences and their English Learning Outcomes: A Correlational Study at SMPN 1 Bandar Seikijang"**.

1.2 Statements of the Research

Nowadays, Indonesia uses the 2013 curriculum as its main educational program. In 2013 curriculum, students are intended to be more active than the teacher, so, it cannot be separated with the cooperative learning itself. 2013 curriculum has the main approach called scientific approach. According to Hasan (2018:88) stated that scientific approach learning outcomes is to make the productive, creative, innovative, and effective of attitude, skill, and knowledge. Furthermore, he mentioned there are five steps administered while teaching using scientific approach, which are, observing, questioning, associating, experimenting,

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

and networking. From associating, experimenting and networking teachers can implement the cooperative learning even just divide the students into pairs or some groups to discuss with.

In Indonesian context, English is taught by integrating the four main skills (listening, reading, speaking, and writing). The goal of teaching English at the secondary school levels (SMP/SMA) in Indonesia is to develop the communicative competence in spoken and written English, and to gain informational and literacy knowledge through developing skills in listening, speaking, reading, and writing, (Hasan, 2018:4).

To make it goaled, teachers have a very important task in improving the quality of learning, so that the position, role and functions cannot be replaced with any facilities. Teachers must be present with the students carry out learning in the classroom. The role and function of teachers in the learning associated with as informatory, organizer, motivator, directors, transmitters, facilitators, mediators and evaluators.

Teachers should develop their skills because it can be differences between teachers with another profession. Teachers must to changes their students' character to focuses study in learning activity, especially for English teacher. English teacher must to be able in developing learning activity. It is difficult to be an English teacher because in English learning activity have several aspect that must to able in student, namely are listening comprehension, speaking ability, reading comprehension, and writing ability.



2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

So far, the teachers' competency affects the students' motivation in learning. Good English teachers' competence and suitable teaching approaches are related to the students' motivation, academic achievement, and overall perception on the effectiveness of the lessons (Good, 1987). Students are motivated when they are taught by teachers with a good competency in teaching.

Professional English teachers should have a good competence to teach in the classroom. They have to be good in grammar, sociolinguistic, discursive, and strategic in the target language (Hedgcock, 2002). Pedagogic competence and personal competence are two from four teacher competencies which are needed by the teacher to be a professional teacher. English teachers with a good pedagogic competence will have ability in designing a good strategy in teaching the subject, and it makes the students' motivation increased.

There are two to five English teachers at SMPN 1 Bandar Seikijang had been certify ed. It means, they surely have a good way of teaching better than other teachers. In fact, they still teach with the old method, they should be able to innovate in providing joyful learning. Moreover, the 2013 curriculum learning emphasizes teachers to innovate more. If the teacher cannot provide good learning, of course this will have an impact on low student motivation and worse will have an impact on the low students' learning outcomes.

1.3 Limitation of the Problem

Based on Law number 14 of 2005 concerning the competence of teachers and lecturers, Article 10 paragraph (1) stated that "Teacher competencies as referred to in Article 8 include pedagogic competence, personality competence,



social competence, and professional competence obtained through professional education".

In this research, the researcher is focused on students' perception of their pedagogical and personal competences. The limitation is based on the fact that students have their own perceptions of their teachers in teaching. Then, the learning outcomes in question are the students' English learning outcomes obtained from report cards.

1.4 Research Questions

Based on the limitation of the problem and the background of the study, the problems of this research are formulated in the following research questions:

1. Is there any significant relationship between students' perception of teacher's pedagogical competence toward their English learning outcomes?
2. Is there any significant relationship between students' perception of teacher's personal competence toward their English learning outcomes?
3. Is there any significant relationship between students' perception of teacher's pedagogical and personal competences toward their English learning outcomes?

1.5 The Rationale of the Study

In this section, some information is provided to ensure why the study is important and worth to be studied. Singh, et.al. (2006) cited in Absor (2015) stated that the rationale of study justifies what study goes through and



2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

communicates why a research is important to investigate and its benefits.

Furthermore, Riazi (2000) emphasized, in rationale of the study we need to consider two domains of information, what contribution the study gives in developing of knowledge, or something that can be changed or expanded in practical settings. In addition, he divided the rationale of the study in two sections. They are purpose and the significance of the study.

1.5.1 Purpose of the Study

In purpose of the study, I need to show the main focus to be researched in the research. Purposes statements are stated to advance overall direction or focus for the study, (Creswell, 2012). According to the formulation of the problem, the research purposes are as follows:

1. To investigate the significant relationship between students' perception of teacher's pedagogical competence toward their English learning outcomes
2. To investigate the significant relationship between students' perception of teacher's personal competence toward their English learning outcomes
3. To investigate the significant relationship between students' perception of teacher's pedagogical and personal competences toward their English learning outcomes

1.5.2 Significances of the Research

This research is expected to contribute benefits in terms of both theoretical and practical, as follows:

1. Teoretically



- Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
 2. Dilarang mengumunkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

This research can contribute to knowledge, especially regarding of pedagogical and personal competences.

2. Practically

a. For Teachers

Pedagogical competence is the ability to manage the learning of learners includes an understanding of learns, instructional design and implementation, evaluation of learning outcomes, and the development of learning to actualize their potential. Pedagogic competence is one of competences which is teachers needed. Pedagogic competence is the teachers' way to manage students' learning activities. Pedagogic competences have aspects with the indicators and it is not unexpectedly, it is found by learning as systematic such as from candidate teachers even has been a teachers'. Pedagogic supported by talent, interest, and potentials each others.

b. For Students

After this research are expected to have advantages and contributions as for students can increase their individual skill when they have a competence teacher. Teachers realize that they should have several competences in teaching activity. Teachers know about a right strategy if the teacher has competence to students' learning style. This research can helping researchers



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumpukan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

© Hak cipta milik UIN Suska Riau

accomplish to the purpose of getting Sarjana degree in English language education.

c. For the Next Researchers

This research can be used as reference material for future research that is interested in researching the same thing.

1.6 Definition of the Terms

There are some specific terms used in this study. Sigh, et.al (2006) cited in Absor (2015:16) stated that everybody do not have the same understanding of terms in a study. In order to avoid misunderstanding, I provide the definitions of some of the key terms used in this study. In addition, that a researcher needs to confirm the definition of the key terms used related to the title of the research in all types of academic writing, (e.g, research papers, articles, and research reports).

1.6.2 Pedagogical Competence

According to Voss, Kunter, and Baumert (2011) pedagogical competence is a competence that will determine the success of teaching and learning process and also the students' learning outcomes. Pedagogic competence is teachers' ability in managing students' learning from planning, implementing and evaluating the process and the learning outcome.

Furthermore, König *et al.* (2011), the main components of the pedagogical competence are: knowledge of classroom management; knowledge of teaching



2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

methods; knowledge of classroom assessment; structure of learning objectives and the lesson process, lesson planning and evaluation; and, adaptability dealing with heterogeneous learning groups in the classroom. According to The Law No. 14 year 2007 about pedagogical competence can be defined as stated that the ability of a teacher to manage the learning process which consist of teachers' understanding of: (a) educational foundation, (b) students' characteristics, (c) curriculum development, (d) lesson plan, (e) implementation of educational learning, (f) implementation of dialogic learning, (g) ICT utilization, (h) learning outcome, (i) students' potential development, (j) reflective action.

1.6.3 Personal Competence

According to The Law No. 14 year 2007 about personal competence also included (1) the whole personality comprising of virtuous, honest, mature, faithful, and moral; (2) the ability of such self-discipline, responsibility, sensitive, objective, flexible, and insightful; (3) the ability to communicate with others; (4) the ability to develop the profession, such as creative thinking, critically reflective, willing to learn, decision making. Thus, the personal skills are related mainly with the identity of teacher as a good, responsible, open-minded person with high motivation for the development.

According to Bakhru (2017) said that the effective use of a teacher's personality is essential in conducting most classroom activities. Effective teaching personality includes competencies like having good insight, being complacent, having resilience, creativity, composure and humor. According to Henson (1974) cited by Bakhru (2017) an effective teacher should be open-minded. Rosenshine



2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

and Furst (2005) and Sadker and Sadker (2007) have emphasized on teacher being enthusiastic about teaching. A number of experts have seen humor as an essential ingredient of being communicative. Booth-Butterfield (1991) stated that the effective teacher should “skillfully produce humorous messages on a regular basis in the classroom.”

1.6.3 Learning Outcomes

According to Adam (2004) Learning outcomes are written statements of what the successful student/learner is expected to be able to achieve at the end of the programme module/course unit or qualification. Furthermore, According to Gosling and Moon (2001) outcomes-based approach to teaching is becoming more and more popular at an international level.

Singh (2017) stated Learning outcomes are like navigation tool, such as GPS. Once destination is fed to GPS the device guides the driver throughout the journey and takes the driver to the mentioned destination correctly without fear of losing the way. Even if the driver takes a wrong route, the GPS guides the driver and helps to join the route which leads to the intended destination. Similarly learning outcomes are guiding tools which guide the students to the desired results of the planned course. They also show and help the teachers the path to be followed and make the students aware what they will be able to achieve at the end of the course. Also they help the teachers and the students know the route to be followed.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 English Learning Outcomes

Teaching English Junior High School have language skills namely listening, speaking reading and writing. The components of language such as vocabulary, structure, spelling and pronunciation are teach and integrate with the teaching four language skills. In order to teaching English Junior High school appropriately, there are many things that the teacher should pay attention to. They are among others English curriculum in junior high school, purpose of teaching English and the material of teaching English.

An introduction to English as a second language must elicit the interest commitment and active participation of the students. To this end, students must be placed in situations where listening, reading, speaking and writing appeal to their sense of initiative and sustain their motivation. This is why, in the suggest activities concrete situations are stress.

Furthermore, learning content concerning the formal aspects of the language is to be introduced in the context of communication situations during which the students will listening, reading, speaking or writing. In cases where students have difficulty understanding or transmitting message, activities to support the acquisition of grammar may be integrate into the learning situation.



2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

As the teachers, they should consider first about what actually teaching itself is. By understanding the concept of teaching, its purpose to achieve, and the procedure to follow can make the teachers realize what should be maturely prepared before implementing teaching activity in the classrooms. Teaching English at Junior High School is the process of acquiring. It means that students do not study in grammatical word. Students learn the rules automatically arrangement. The first, they must focus on the ability of language components like vocabulary. They try use grammatical arrangement in real.

The focus on teaching English in Junior High School is on teaching of vocabulary. The students lacks of vocabulary make the students could not communicate their ideas as clearly as they would have to. There are various ways of teaching vocabulary, but there is no single best way for teaching vocabulary. It is because every way or technique used in teaching vocabulary has its own specific strong points. On the other hand, it is also has weakness. Therefore, it is teacher's task to find or choose a better technique that is suitable to student's condition. The teaching of English to children is in trend now. Many people know start to see English teaching as one of important subject students must learn.

The vocabulary will make the students practice life and strengthen belief that English can be used to express the same ideas or feeling they express in their native language, Finochiaro (1974). Teaching vocabulary plays an important role in language acquisition because the mastery of vocabulary will help students to master all the language skill: speaking, listening, writing and reading.



2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

Harmer (2004) said that if language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh. Students activity to respond teacher commend could be divide in two that is direct and indirect vocabulary learning. According to Rath (1982) argue the teaching may consist of teacher's performance in demonstration that reflect their commitment to a particular philosophy of education. It means that teaching mush refer to teachers action during the classroom activity to fulfill their responsibility to transfer knowledge to students. In other opinion, teaching learning vocabulary could be call a process or a unit present by teacher.

The teacher and learner of language classroom should realize that phenomenon. Teaching vocabulary in classroom is unavoidable because vocabulary cannot be separate from other skills. It is impossible for students to achieve fluency and accuracy in speaking and to be successful in writing and reading if she or he does not have enough vocabulary knowledge. Nation, (1990) stated that teaching vocabulary should be directly related to some other activities. It means that teaching vocabulary must be combination with other language activities such as speaking, writing, listening, reading, and some others will enforce learning vocabulary. From the statement it can be concluded that for the sake of communication English is more important. In the last of the curriculum used at the time of writing this book, namely Curriculum 2013, which is often known as K13, the element obtain good portion, although no charges how the amount should have been mastered in English of students at the end of an education.

2.2 English Learning Outcomes' Skills

2.2.1 The Nature of Speaking

Speaking is an activity used by someone to communicate with others. It takes place everywhere and has become a part of daily activities. According to Bygate (2003:12) speaking is an oral expression that involves not only to the use of right patterns of rhythm and intonation but also to the right order to convey the right meaning. One of the basic problems in foreign language teaching is preparing the students to be able to use English. Preparing and considering the objective of the lesson to get successful learning is needed by the teacher. It is also necessary to know a certain amount of grammar and vocabulary in order to be able to speak English. When someone speaks, he or she interacts and uses the language to express his or her ideas, feeling, and thought. He or she also shares information to others through communication. There are some aspects that need to be acquired by students in order to have good speaking skill. They are pronunciation, fluency, accuracy and vocabulary (Brown, 2001:268)

Thornbury (2005) state speaking is a part of daily life that we take it for granted. The average person produces tens of thousands of words a day, although some people may produce even more than that. Lewis and Hill (1993: 54) stated speaking is a process that covers many things in addition to the pronunciation of individual sounds. It also covers pronunciation, stress, and intonation. At last, speaking also help the students to deliver a speech confidently.



2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

Based on theories above, it can be concluded that speaking is students' skill to tell the story that includes the skill to express their ideas and content, organize them well in a good statement and use correct language to have a good performance. According to Bahrani (2012), effective teachers teach students speaking strategies by using minimal responses, recognizing scripts, and using language to talk about language that they can use to help themselves expand their knowledge of the language and their confidence in using it. Teachers help students learn to speak so that the students can use speaking to learn.

The first speaking strategy was using minimal responses. It means when students speaks there must get a responses from someone else to make their more confidence about their ability. The language learner need a good participate to build their motivation to always using English in speaks.

The next part to discuss is how to recognize scripts. To recognize script teachers can help students develop speaking ability by making them aware of the scripts for different situations so that they can predict what they will hear and what they will need to say in response. Through interactive activities, teachers can give students practice in managing and varying the language that different scripts contain.

The beginner learners are often too embarrassed to say anything when they do not understand another speaker or when they realize that a conversation partner has not understood them. Teachers can help students to give strategies and phrases to use for clarification it also with responding positively when they do, teachers can create an authentic practice environment within the classroom itself. The



students will gain confidence in their ability to manage the various communication situations that they may encounter outside the classroom.

According to Brown (2001:271) added in teaching oral communication, micro skills are very important. One implication is the importance of focusing on both the forms of language and the functions of the language. He also mentions that the pieces of language should be given attention for more that make up to the whole. Furthermore he mentions micro skills of oral communication:

1. Produce chunks of language of different lengths.
2. Orally produces differences among the English phonemes and allophonic variants.
3. Produce English patterns, words in stressed and unstressed positions rhythmic structure, and into national contours.
4. Produce reduced forms if words and phrases.
5. Use an adequate number of lexical units (words) in order to accomplish pragmatic purpose.
6. Produce fluent speech at different rates of delivery.
7. Monitor your own oral production and use various strategic devices pauses, fillers, self-corrections, backtracking- to enhance the clarity of the message.
8. Use grammatical word classes (nouns, verbs, etc.), system (e.g. tense, agreement, and pluralization), word order, patterns, rules, and elliptical forms.



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumpukan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

9. Produce speech in natural constituent in appropriate phrases, pause groups, breath groups, and sentences.
10. Express a particular meaning in different grammatical forms.
11. Use cohesive devices in spoken discourse.
12. Accomplish appropriately communicative functions according to the situation, participants and goals.
13. Use appropriate registers, implicative, pragmatic conventions, and other sociolinguistics features in face to face conversations.
14. Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
15. Use facial features, kinetics, body languages, and other non verbal cues among with verbal language to convey meanings.
16. Develop and use a battery of speaking strategies such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well interlocutor is understanding you.

From some definitions above it can be concluded that speaking skill is always related to communication. Speaking skill itself can be stated as the skill to use the language accurately to express meanings in order to transfer or to get knowledge and information from other people in the whole life situation.

2.2.2 The Nature of Listening

There are many definitions to define what is listening. First listening is an active, purposeful processing of making sense of what we hear (Helgsen, 2003:24) in Rost (2002:279) states that listening is mental process of constructing meaning from spoken input. She also adds that listening is vital in the language classroom because it provides input for the learner. Without understanding input at the right level, any learning simply cannot begin. Listening is thus fundamental to speaking.

Listening is more complex than merely hearing. It is a process that consists of four stages: sensing and attending, understanding and interpreting, remembering, and responding. The stages occur in sequence but we are generally unaware of them. (Sheila Steinberg, *An Introduction to Communication Studies*. Juta and Company Ltd., 2007) Thomlinson (1998) (cited by Dr. Ismail Cakir) defines listening includes "active listening", which goes beyond comprehending as understanding the message content as an act of emphatic understanding of the speaker.

Furthermore Saha (2008) expresses that even though listening and hearing are related, listening involves an active process, which requires an analysis of sounds, in contrast to hearing that only perceives sounds in a passive way. Ronald and Roskelly (1999) define listening as an active process requiring the same skills of prediction, hypothesizing, checking, revising, and generalizing that writing and reading demand; and these authors present specific exercises to make students active listeners who are aware of the "inner voice" one hears when writing.



2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

Harmer (2001) expresses that listening is a “receptive skill” where people obtain the main idea according to what they hear. Besides, Helgsen (cited by Gonzales Moncada, 2003) supports that listening helps learner to be “flexible listeners”, to know how to listen in order to get the general idea or the specific information needed to understand videos. Similarly, Richard & Rubin (cited by Van Duzer, 1997) argue that “although listening is a passive skill it is very much an active process of selecting and interpreting information from auditory and visual clues”.

Rubin (1995:7) says that listening is conceived of as an active process in which listeners select and interpret information which comes auditory and visual clues in order to define what is going on and what the speakers are trying to express. Rubin completes her definition by saying that active means listeners get information (from visual and auditory clues) and relate this information to what they know. Select means that in the process of making sense of the input, listeners use only part of the incoming information. Interpret means that in trying to make sense of the input, the listener uses their background knowledge as well as the new information of what is going on and to figure out what speakers intend. Obviously listening influences other skills. Tomatis shows that the quality of an individual’s listening ability will affect the quality of both their spoken and written language development. He also views that if the sounds of the target language are presented to the learners before presenting them in written form, the ease with which they integrate those sound will be reflected in their understanding and production of the language. Listening as a basic input material is very



2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

important for the students in learning English. It is highly complex process that draw on knowledge of the linguistic code (language form) and cognitive processing skill (the skill process in the mind).

2.2.3 The Nature of Reading

Reading is more than merely referring to the activity of pronouncing the printed material or following each line of written page. It involves various and mixed activities. People have their own purposes why they read. It is also more than recognizing words within a sentence; it includes whole ability of thinking process to evaluate the information. The following are some definitions of reading proposed by some experts:

According to Alyousef (2005:144) “reading can be seen as an interactive process between a reader and a text which leads to automaticity or reading fluency.” Reading is a process when readers learn something from what they read and involve it in an academic context as a part of education (Grabe, 2009:5). In the classroom, some teachers often use texts or books as media to deliver material of a subject. Furthermore, the teacher asks the students to read the texts to grab information in order that they could understand the material.

In the engagement, the readers could understand well what the writer meant in her or his writing. The readers dominantly use brain when they read an argumentative or scientific writing. They use emotions when they read a letter, a story and other texts which dominate feeling. When the readers read a newspaper or a religious book, they should use their beliefs in order that they can understand the meaning. Other expert defines reading as an activity in which the readers



respond to and make sense of a text being read connected to their prior knowledge (Spratt, Pulverness, and William: 2005: 21).

The activity is done by the readers as they want to get information and knowledge from the text meanwhile the readers have their own background knowledge. They automatically connect their knowledge with a new knowledge from what they are reading. By doing this, sometimes, the readers will get a new conclusion as a new knowledge for them. Reading can be a means of consolidating and extending someone knowledge of the language. Doing it, the reader can grab any information and pleasure about the subject of the language. This activity also gives some advantages for the readers. One of the advantages is the students can improve their knowledge by reading a text without the teacher's help because they can interpret by themselves.

People know that reading always deals with a text which is written in books, newspapers, magazines, and websites. Furthermore, the written text has many varieties. Brown (2001: 302) states there are two main categories of the varieties of the written texts. Hence et al (2005) confirmed that reading comprehension is the ultimate goal of any reading activity. They added that it is a collective term that describes the result of grasping the meaning from a text with one's intellect which is a task that involves many skills. Thus, to achieve reading comprehension, the reader employs skills such as identifying the main idea of a passage, summarizing the context of a text, generating questions about the information in the text and looking for clues that answer those questions.

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

This state makes a reader competent and ready for higher education. It is essential for teachers of English, especially at the senior secondary school level in Nigeria to recognize that reading comprehension is essentially the same as thinking and should be taught in whichever electronic medium. As a higher cognitive activity, reading does not occur at various skills and cognitive levels.

It is said, to learn reading is a live long process. Reading keeps a man conversant with the latest facts and information in the area that he is interested in. Reading helps a great deal in the development of individual's mental personality. Read persons are honored and respected in the society. Thus reading plays an important role in building up personality in general and status in the society. Reading here means reading with understanding. In the light of these facts if we examine the meaning and concept of reading we can easily say that very few people have a clear concept of reading ability. While reading what a common man does is that he utters the sounds of words and speaks them one after other as they occur in a sentence. In reality this is not the true meaning of reading.

A lay man who does not know the psychology of reading would entertain a wrong and unscientific notion of reading. Reading is a skill-oriented process. There are many aspects to be kept in view while learning to read. In the words of Ruth Strange, "Reading as we now view it, is more than pronouncing printed words correctly, more than recognizing the meaning of individual words". While Goodman says: "Reading is a meaning-seeking rather than a meaning-extracting process".



2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

The point that has been discussed so far enables us to establish the significance of reading and its vital role in the development of the personality of an individual. If it is so one should know the process of reading. Reading is a purposeful activity done with various objectives. The role of oral reading as a process, as a form of thinking, as a real experience as a vicarious experience and as a tool of communication is significant. As an activity reading involves visual discrimination, identification of words, rhythmic progress along a line of print, accuracy in a return sweep of eyes and adjustment of the rate of reading.

2.2.4 The Nature of Writing

Writing is a basic language skill, just as important as listening speaking, and reading. Writing has an important role in teaching English, it is one of productive skills in which students are able to produce language themselves. Students have to explore their ideas and compose them into visible as writing product. According to Brown (2001:336), writing is a thinking process. Furthermore, he states that writing can be planned and given with an unlimited number of revisions before its release. Linse (2006:98) also stated that writing is a combination of process and product of discovering ideas, putting them on paper and working with them until they are presented in manner that is polished and comprehensible to readers. Thus, it is be stated that writing is a thinking process of discovering ideas then written on the paper.

According to Harmer (2004:4-5) writing process has four main elements: planning, drafting, editing (reflecting and revising) and final version. The first is planning. Planning is any activity that encourage students to write. It is become a



2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

way of warming up writers brain before write. Writers have to think about three main issues.

First, they have to consider the purpose of their writing. Secondly, writers think of the audience they are writing for and thirdly, writers have too consider the content structure of the piece. The second is drafting. In the drafting. Writer 'go' at text is often done on the assumption that it will be amended later. At this stage, the writers focus on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft.

Third is editing (reflecting and revising). In this process, writer read through what they have written to see where it works and where it doesn't. The teacher does not need to be the only person to give students feedback, their classmate, caregivers, or classroom aides can help students revise. Revising is not only checking for language errors, but also improve global content and the organization of ideas so made clearer the reader. The last is final version. It means that writers have edited their draft and produce their final version. They edit their own or their peer's work for grammar, spelling, punctuation, diction, sentence structure and accuracy of supportive textual material such as quotations, examples and the like.

Writing is the expression of idea, opinion, thought or feeling through written form Maharani (2007:2). Writing is the mental work of inventing ideas, thinking about how to express and organize them into paragraphs that will be clear to reader. The ideas and thoughts are informed into paragraphs and have a



2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

meaning, so the readers can understand the meaning of the content. In conclusion, writing is a process to put some thoughts into words in a meaningful form that used to express the ideas.

It can be concluded that writing is an activity which takes time to explore the ideas or thoughts into words and compose them into a good writing. The students have to follow the whole of writing process in order to create the meaningful writing

2.3 Pedagogical Competence

2.3.1 A Brief Definition of Competence

A competency is the capability to apply or use a set of related knowledge, skills, and abilities required to successfully perform "critical work functions" or tasks in a defined work setting. Competencies often serve as the basis for skill standards that specify the level of knowledge, skills, and abilities required for success in the workplace as well as potential measurement criteria for assessing competency attainment. Spencer and Spencer (2007: 63) stated, competence are characteristics that stand out for someone and be ways behave and think in every situation, and takes place in the period long time. From these opinions can be understood that the competence refers to a person's performance in a job that can be seen from thoughts, attitudes, and behavior. More Spencer and Spencer (2007:63), dividing the five characteristics of competence that is as following.

1. Motif, which is something that people think and wish that cause something.



Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mengemukakan sumbernya.
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumpukan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

2. The nature, the physical characteristic of a consistent response to the situation.
3. The concept of self, the attitudes, values, and the image of someone.
4. Knowledge, information that is owned by someone in the field certain.
5. Skills, the ability to perform tasks relating to the physical and mental.

According to Mulyasa (2004: 37-38), the competence is a combination of knowledge, skills, values and attitudes are reflected in habits of thinking and acting. In the teaching system, competence used to describe the ability of professional capability to demonstrate knowledge and conceptualization at a deeper level high. These competencies can be acquired through education, training and another experience appropriate level of competence.

Competencies define the applied skills and knowledge that enable people to successfully perform their work while learning objectives are specific to a course of instruction. Competencies are relevant to an individual's job responsibilities, roles and capabilities. They are a way to verify that a learner has in fact learned what was intended in the learning objectives. Learning objectives describe what the learner should be able to achieve at the end of a learning period. Learning objectives should be specific, measurable statements and written in behavioral terms. In short, objectives say what we want the learners to know and competencies say how we can be certain they know it.

According to UU No. 14 Year 2005 on Teachers and Lecturers, competence is a set of knowledge, skills and behavior must be owned, lived and ruled by a teacher or lecturer in duty professionalism. From some sense it can be



2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

concluded that competence is a set of mastery abilities, skills, values and attitudes that must be owned, lived and ruled teachers sourced from the education, training, and experience so that it can running a teaching job in a professional manner.

According Zamroni (2001: 60), the teacher is the one who holds the role important in designing learning strategies that will be done. The success of the learning process is highly dependent on the performance of teachers in teaching and learning activities can be done properly and correctly by someone who has gone through specific education that is designed to prepare as a teacher. The statement leading to an understanding that teaching is a profession and teacher job is a professional job. Every professional job required to have a certain ability or competence in order that concerned may perform the duties of the professional.

Further Suparlan (2006: 85), explains that "The standard of competence of teachers is the specified size or required in the form of the acquisition of knowledge and the behavior of action for a teachers to be functional positions in accordance with field duties, qualifications and level of education". It means, to know how is the teacher competence then it come from the teacher itself. Competence is a set of knowledge, skills, and behaviors that should be lived, owned, possessed, and actualized by teachers in carrying out tasks in education.

In addition, competence is a skill or abilities that should be has by teachers because a successful teach, it comes from competence. So the researcher took some theories to do this research.



2.3.2 Concepts of Teacher Competence

© In the Law of the Republic of Indonesia Number 14 of 2005 on Teachers and Lecturers, "Competence is a set of knowledge, skills and behaviors that must be owned, internalized and mastered by teachers or lecturer in performing the duties of professionalism". In conjunction with educators, competence refers to actions that are rational and meet certification particular in implementing the tasks of education. Educator is the teacher. Teachers must have the adequate competence in order to doing a good job.

According to Suparlan (2006: 85) found "competence teachers are doing a complex combination of knowledge, attitudes, skill and values that showing by teachers of the context of the performance given to him ". It' means competence is knowledge of teachers' performance.

According to Sudrajat (2007:120), "The competence of teachers is a picture of what a teacher should do in carry out its work, either in the form of activities in the act as well as the results intended". It means that teacher should be sharpen their abilities because competence come from teachers' abilities, to handle the learning activities, teacher should be has a competence.

These credentials are frequently developed to authorize individuals to teach when they have entered with credentials from other states or are in the process of completing minor coursework and test requirements. Emergency licenses are often granted to those with teaching licenses in another category and who have a bachelor's degree, upon request by the school district due to a shortage of licensed applicants. Some states provide provisional nine-months certificates

Hak Cipta Dilindungi Undang-undang
1. Dilarang mengutip sebagian atau seluruhnya tulisan ini tanpa menyebutkan sumber.
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumpukan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

© H a c i p t a m i l i k U I N S u s k a R i a u
S t a t i s t i c I s l a m i c U n i v e r s i t y o f S u l t a n Y a r i K a s i m R i a u



for those who meet the requirements for a regular teaching, school service, or administrative certificate in another state, and who hold bachelor's degree (or higher).

According to Sudjana (2002: 17), "The competence of teachers is the basic capabilities which must be held by teachers". Based on the above can be interpreted as a teacher competence abilities / skills a teacher in the form of knowledge, skills, attitudes and values acquired through education and training so as to do their job properly.

According to Sumitro et al (2002: 70), "Schools need teachers have the competence to teach and educate innovative and creative enough time to pursue professionalism, able to maintain its authority in the eyes of learners and society so as to improve the quality education". The ability to teach is the essential ability to be owned by teachers, not least because the main task is to teach. In learning process, teachers face the students a dynamic, well as a result of internal dynamics that comes from within students and as a result of the demands of environmental dynamics are a bit much effect on students.

Therefore, the ability to teach must dynamic as well as the students' demands is inevitable. Teaching capabilities of teachers is actually a reflection on competence. This competence is comprised of various important components.

Sudjana (2002:17), Cooper cites the opinion that there are four competencies required of teachers, namely:

1. Having knowledge about the study of human behavior.
2. Having the knowledge and control of cultivated fields of study.



Hak Cipta Dilindungi Undang-undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan sumber atau menyebutkan nama penulis.
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumpukan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

3. Have the right attitude about themselves, school, peers and cultivated fields of study.

4. Have the ability of teaching techniques

Teacher competences is a various competence required in transferring knowledge to their students include pedagogical competence, personality competence, professional competence and social competence (pp.No.19 of 2005).

It means the teacher competence is a ability knowledge basic of a personal characteristic that is deciding factor in success or failure of a person.

2.3.3 Definition of Pedagogical Competence

Pedagogic comes from the Greek word "paedos", which means the boys, and "agogos" means usher, guide. So, pedagogic helper boys on in ancient Greece whose work her employer's child to school. Then figuratively pedagogic is an expert, who guides children toward a life purpose certain.

According to Langeveld (2000:145) distinguishes the term "pedagogic" with the term "pedagogy". Pedagogic interpreted with science education, more focused on the thought, reflection about education. Thought to how we guide the children, educating children.

While the term of pedagogy means that education, a greater emphasis on practice, concerning the activities of educating, guiding children activities.

Pedagogic is a theory that is thorough and objective crisis, developing concepts about human nature, the nature of the child, the nature and purpose of education the nature of the educational process. Nevertheless, there are still many dark areas



2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

as "Terraincegnita" (regional unknown) in the field of education, because the problem of essence life and human nature is still a lot covered by mystery.

The competence-performance approach was energized with the postulation of a competence-moderator- performance model (Overton, 1985). In this model, it is assumed that the relation between competence and performance is moderated by other variables, for example, cognitive style, memory capacity, familiarity with the task situation, and other individual difference variables. Within developmental psychology, another modification of the competence performance model, even more influential than Overton's moderator model, involved a conceptual differentiation of competence into three components.

2.3.4 The Indicators of Pedagogical Competence

Sudrajat (2012) mentioned that pedagogical Competence is one type of competence indispensable controlled by the teacher. Pedagogic Competence is essentially the ability of teachers to manage the education of students. Pedagogic competence is competence that would distinguish teachers to other professions and will determine the level the success of the process and learning outcomes learners.

This competence is not acquired suddenly but through efforts to learn continuously and systematically, either in the pre-occupation (education teacher candidates) or during in-service, which is supported by the talent, interest and other teacher training potential of each individual. In connection with the activities of Teacher Performance Assessment, Sudrajat (2012) mentioned there



2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

were 7 aspects and 45 indicators relating pedagogical competence mastery. The following are the seven aspects of competence pedagogic and its indicators:

1. Mastering the characteristics of learners.

Teachers were able to record and use information about characteristics of learners to help the learning process. These characteristics are related to the physical aspects, intellectual, social, emotional, moral, and socio-cultural background:

1. Teachers can identify learning characteristics of each learner in the class,
2. Teachers ensure that all learners have the same opportunity to participate actively in learning activities,
3. Teachers can set class to provide equal learning opportunities for all learners with physical abnormalities and different learning abilities,
4. Teachers try to find out the cause of deviant behavior of learners in order to prevent behavior does not harm other learners,
5. Teachers help develop the potential and overcome the shortage of learners,
6. Teachers pay attention to learners with specific physical weaknesses that can follow activity learning, so that students are not marginalized (excluded, mocked, inferior, etc.) (Sudrajat, 2012).

2. Dominate learning theory and principles of learning that educated



2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

Hal ini merupakan hak milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

Teachers were able to set a variety of approaches, strategies, methods, and techniques in a creative learning educate suitable the competence standards of teachers. Teachers were able to adjust the learning method in accordance with the characteristics of the students and motivate them to learn:

1. Teachers provide opportunities for learners to master the age-appropriate learning materials and learning abilities through learning and activity settings are varied,
2. Teachers always ensure a level of understanding of learners towards specific learning material and adjust the next learning activities based on the level of understanding,
3. Teachers can explain the reason for the implementation of activities / activities that do, either favorable or which is different from the plan, related to successful learning,
4. Teachers use a variety of techniques to motivated willingness of learners,
5. Teachers plan learning activities that are related to one another, by paying attention to teaching and learning process of students,
6. Teachers pay attention to the response of learners who do not / do not understand learning materials taught and use it to improve the design of the next study (Sudrajat, 2012).

3. The development of the curriculum

Teachers were able to create a syllabus in accordance with the most important goals of curriculum and use the RPP in accordance with the objectives



2. Dilarang mengumpukan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

and the learning environment. Teachers were able to select, arrange, and organize learning materials that match the needs of learners:

1. Teachers can create a syllabus in accordance with the curriculum,
2. Teachers designing lesson plans in accordance with the syllabus to discuss specific teaching materials in order to learners can achieve basic competency set,
3. Teachers follow a sequence of learning materials with attention to learning objectives,
4. Teachers choosing instructional materials that: (1) in accordance with the purpose of learning, (2) accurate and up-to-date, (3) according to age and ability level of learners, (4) can be implemented in the classroom and (5) within the context of everyday life learners (Sudrajat, 2012).

4. The learning activities that educated

Teachers were able to develop and implement the draft learning that educates complete. Teachers were able to implement the appropriate learning activities with the needs of learners. Teachers were able to develop and use a variety of learning materials and learning resources in accordance with the characteristics of learners. Where relevant, the teachers use information technology communication technologies (ICTs) for the sake of learning:

1. Teachers implement learning activities in accordance with the draft that has been prepared in full and the implementation of these activities indicate that teachers understand its purpose,



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumunkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

2. Teachers implement instructional activities that aim to help the learning process of students, not to test that make students feel depressed,
3. Teachers communicate new information (eg: additional material) according to age and level the ability of learners,
4. Teacher addressing the mistakes made by the students as the stage of the learning process and not merely a mistake that must be corrected. For example: to know in advance the other learners who agree / disagree with the answer, before giving an explanation of the correct answer.
5. Teachers implement learning activities appropriate curriculum content and link it with the context the daily life of students,
6. The teacher made learning activities are varied with enough time for activities learning appropriate to their age and level of ability to learn and retain the attention learners,
7. Teachers manage the class effectively without dominating or busy with their own activities for all time participants can be utilized productively,
8. Teachers' capable audio-visual (including ICT) to increase the motivation of learners in achieving learning objectives. Customize learning activities designed to classroom conditions,
9. Teachers provide many opportunities for students to ask questions, practice and interact with other learners,



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruhnya tulisan ini tanpa menyebutkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumunkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

10. Teachers set the implementation of learning activities systematically to assist the learning process learners. As an example: teachers add new information after evaluating the students understanding the earlier material.

11. Teachers use teaching aids, and / or audio-visual (including ICT) to improve students' motivation learning in achieving the learning objectives (Sudrajat, 2012).

5. The development potential of learners

Teachers are able to analyze the learning potential of each participant students and identify development potential of learners through programs that support better teaching students actualize academic potential, personality, and creativity until there is clear evidence that students actualize their potential:

1. Teachers analyze the learning outcomes based on any form of assessment of every learner to determine the rate of progress of each.
2. Teachers design and implement learning activities that encourage learners to learn according to the skills and learning patterns respectively.
3. Teachers design and implement learning activities to bring the power of creativity and critical thinking skills of learners.
4. Teachers actively assist learners in the learning process by giving attention to each individual.



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumunkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

5. Teachers can identify correctly about the talents, interests, potential, and learning difficulties each learner.
6. Teachers provide learning opportunities to learners in accordance with their respective ways of learning.
7. Teachers focus on the interaction with the students and encouraged him to understand and use the information submitted (Sudrajat, 2012).

6. Communication with learners

Teachers are able to communicate effectively, empathetic and polite with learners and be enthusiastic and positive. Teachers are able to provide a complete response and comments or questions relevant to the learners:

1. Teachers use questions to find understanding and maintaining the participation of learners, including providing open-ended questions that require students to respond with ideas and their knowledge.
2. Teachers pay attention and listen to all the questions and the responses of learners, without giving interruption except where necessary to help or clarify any questions / feedback.
3. Teachers respond to questions that learners are accurate, correct and up to date, appropriate learning goals and curriculum content, without embarrassing him.
4. The teacher presents the learning activities that can foster good cooperation between all students.



Hak Cipta Dilindungi Undang-undang
 1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
 2. Dilarang mengumpukan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

5. Teachers listen and give attention to all the answers either correct learners or that are considered wrong to gauge the level of understanding of learners.
6. The teacher gives attention to learners' questions and responded in a complete and relevant to makes student better (Sudrajat, 2012).

7. Assessment and Evaluation

Teachers were able to conduct assessment process and results of learning sustainable. Teachers evaluated the effectiveness of the processes and outcomes of learning and use the assessment and evaluation of information for designing remedial and enrichment programs. Teachers were able to use the results of assessment in the learning process:

1. Teachers prepare assessment tools appropriate to the learning objectives to achieve a certain competence as written in the lesson plan.
2. Teachers carry out the assessment with different techniques and types of assessment, in addition to the formal assessment implemented school, and announce the results and implications for the learners, on the level understanding of the learning materials that have been and will be studied.
3. Teachers analyze assessment results to identify topics / basic competencies that are difficult to known strengths and weaknesses of each learner for remedial and enrichment purposes.



Hak Cipta Dilindungi Undang-undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mengemukakan sumbernya.
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumpukan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

© Hak cipta milik UIN Suska Riau

4. Teachers utilize the feedback from learners and reflect to improve learning the next, and can prove it through notes, journals learning, learning design, additional material, and so forth.
5. Teachers tapped the assessment results as the drafting of learning materials that will be done next (Sudrajat, 2012).

2.4 Personal Competence

2.4.1 Definition of Personal Competence

According to Chamorro-Premuzic and Furnham (2005:1) stated that *personality* refers to stable patterns of behaviors and that of others in terms of personality traits. For example like “she is responsible”, “he is very creative”. In contrast, *intelligence* refers to an individual’s capacity to learn new things and solve novel for example as well as.

Thus, Chamorro-Premuzic and Furnham (2005:3) mentioned the study of personality traits is concerned with the structural differences and similarities among individuals. Starting from a general classification of these stable and observable patterns of behavior (taxonomy). Furthermore, personality refers to an individual’s description in general and provides a universal taxonomy or framework to compare individuals and account for everybody’s individuality at the same time. Furthermore, according to Mulyasa (2007:117) competence is the ability inherent in the educator is steady, stable, adult, wise, and authoritative model for students.

Even when ability tests have been found to be significantly correlated with grades, it has been noted that it may not be effective to predict academic success

from intelligence scores mostly because "the energy output of the individual student varies independently of ability" (Stanger, 1933:648). Thus, several researchers have emphasized the need to include other variables than intelligence in the prediction of AP, suggesting that academic achievement involves other factors apart from intellectual ability. Attending class, doing the homework, participating in discussions, getting along with other students and teachers, and stressing out during an exam are all (nonintellectual) variables that could be expected to influence AP. Individual differences in personality can therefore play an important role in academic achievement (Chamorro-Premuzic & Furnham, 2002, 2003a, 2003b; Furnham, Chamorro-Premuzic, & McDougall, 2004; Petrides, Chamorro-Premuzic, Frederickson, & Furnham, in press).

Mulyasa (2009: 117-118) emphasized that every teacher is required to have sufficient personal competence, even these competencies will underlie or be the basis for other competencies. Teachers are not only required to have a capacity to interpret the learning, but the most important is how they make learning as a venue for the establishment and improvement of the quality of personal competence of the students. Mulyasa (2009: 119) also emphasized that teachers should dare to be different and distinctive from the others' appearances. Therefore, the appearance of teachers should encourage the students to be convenient in learning and make the students feel comfortable in the classroom, otherwise, the students will feel inconvenient and uncomfortable in attending the



learning process. It was the main reason in which the teacher must be different in order to be imitated and emulated by the learners.

However, Bakhru (2017:298) mentioned Competencies are essential for carrying out personal and professional activities successfully. A mixture of knowledge, skill, attitudes, and personal characteristics guides the professional behavior. These make teaching learning environment more effective, conducive and learner friendly. As per the literature there were very few studies done on management teachers. Bakhru et al. (2013a) in their study identified fifteen management teaching competency areas which are essential for management teaching and can form a basis for recruitment, training and performance appraisal requirements in the context of Management teaching. These competencies can be grouped under Threshold competencies and Level Specific competencies (Bakhru et al., 2013b).

So, based on theoretical above it can concluded that personal competence is the ability by educator/teacher to manage themselves to build student characteristic in good, wise, and others. In this case, teachers are not only required to be able interpret learning, but the most important is how it made learning as a venue for competency formation and improving the personal quality of students.

2.4.2 Characteristics of Personal Competence

The characteristics of personal competence by Supriyanto (2017) can be seen as follows:

1. Believe in and fear God



- Hak Cipta Dilindungi Undang-Undang**
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
 2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

The teacher as a human being created by God Almighty is obliged to increase his faith and devotion to God, in line with their religion and beliefs. In terms of this, teachers must be religious and obedient in carrying out their worship.

2. Self-Confident

Teachers must have high self-confidence compared to others, because teachers have great potential in the field of teacher training and able to complete various the problems they face.

3. Tolerance

The teacher is always dealing with communities that are different and diverse uniqueness of students and students the community, the teacher needs to develop attitudes tolerance and tolerance in dealing with difference she met in interacting with students as well the community.

4. Democratic

The teacher is expected to become a facilitator in foster a culture of critical thinking in the community, accepting each other's differences of opinion and agreeing to achieve a common goal, it requires a teacher to behave democratic in conveying and receiving ideas about the problems.

5. Patiently

Teachers are expected to be patient in the sense of persevering and tenacious carry out the education process because educational outcomes



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

are not. It can be felt immediately at the moment but it requires a process long.

6. Develop themselves for Profession

The teacher is able to develop themselves in accordance with renewal, both in the field of profession and in specialties.

7. Knowing about the Educational Goals

The teacher is able to live up to good educational goals nationally, institutionally, circularly to the eye's goal the lesson he gave.

8. Build a Relationship

Human relations, namely the ability of teachers to get relate to other people on the basis of mutual respect between one another

9. Knowing the straightness and weakness of Self

Self-understanding is the ability to understand various aspects of himself both positive and negative.

10. Creative and innovative

The teacher is able to make changes in developing his profession as an innovator and creator.

However, Taniredja and Abduh (2016:269) mentioned that the personal competence also included:

1. The whole personality comprising of virtuous, honest, mature, faithful, and moral



Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mengutip sumbernya.
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumpukan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

2. The ability of such self-discipline, responsibility, sensitive, objective, flexible, and insightful
3. The ability to communicate with others
4. The ability to develop the profession, such as creative thinking, critically reflective, willing to learn, decision making.

Thus, the personal skills are related mainly with the identity of teacher as a good, responsible, open-minded person with high motivation for the development.

Mulyasa in Taniredja and Abduh (2016:269) concluded that Profession is a position or a job that requires skills (expertise) of the members. The professional capabilities include: (a) mastery of the subject matter; (b) control of a foundation and insight appreciation of education and teacher training; and (c) control of education processes. Professional competence in general can be identified and summarized on the scope of professional competence of teachers that includes: (1) understand and can apply the foundation of education; (2) understand and can apply the theory of learning in accordance with the level of students' development; (3) capable to handle and develop a field of study based on their expertise; (4) understand and can apply a variety of learning methods; (5) capable to develop and employ a variety of relevant tools, media and learning resources ; (6) capable to organize and implement the learning programs; (7) capable to carry out the evaluation of students' learning outcomes; (8) capable to cultivate the personality of the learner.

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumpukan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

According to Ngalim (2003:84) Teachers who can understand the difficulties of the students in terms of learning and other difficulties beyond learning problems, especially those that can inhibit learning activities of students. He said a relatively permanent change in behavior that occurs in a result of training or experience.

In simple terms, the teacher is the one who gives knowledge to the students. Teachers in public view is a person who performs a specific education in places, not necessarily in a formal educational institutions, but also in mosques, surau, at home, and so on (Djamarah, 2001: 31). In the constitution of education



2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

and culture are explained, the government shall establish and conduct a national education system, which enhances faith and piety and good values in the life of the nation, which is governed by law. In order to instill faith and devotion and good values in students, the teachers' roles as the driving motivator students are very influential. Need a great personality, both in terms of psychological or physical.

Each teacher's has a personality each corresponding personal traits they possess. A characteristic feature which is distinguishes a teacher with other teachers. Personality is actually an abstract problem can only be viewed by appearance, behavior, speech, dress, and in the face of every problem. The real personality is abstract, hardly seen or known real, so that can be known is the appearance or the container in all facets and aspects of life.

For example in action: speech, how to get along, dresses, and in the face of any issues or problems, whether mild or severe. In short, teachers should be used as a noble figure in leading private student participants, because of the teacher is to create a good students' which is to create good human beings in accordance with Pancasila.

Therefore, teachers must have a code of conduct that must be adhered to in creating a good learner. Teachers as professionals need to have a code of ethics for teachers and making the guidelines governing the employment of teachers during the dedication.



According to Atmaka (2004:17) is an adult educator who is responsible to

provide help to the students in the development of both physical and spiritual. In order to achieve the level of maturity capable of standing alone fulfill his duties as a creature of God, being social and being an independent individual. Mulyasa (2009:53) added that educators must have academic qualifications and competence as agents of learning, physical and spiritual health, as well as having the ability to realize the goals of the National Education.

In addition, teachers are a good human that makes others human good too. It means, to become a teachers should have a competence, a moral, and accordance with Pancasila. To carry out their duties the principles regarding the desired behavior and expected from all of educational situation is the spirit of Pancasila. Knowledge and skills in communicating and can be accounted for methodical. As a profession, teachers have the characteristics inherent to the teacher, namely:

1. Have the function and social significance for the community, benefited by public.
2. Based on the specific skills acquired through education accountable.
3. Have competence supported by a particular discipline
4. Have a code of ethics that serve as a code of conduct of their members and witnesses clearly and firmly against the etic code violations.
5. As a consequence of service and achievement was given to the community, the members of the profession by individuals or groups the right to obtain financial or material rewards.



2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

The teacher is a figure very important to establish this nation as to which the experts pointed out that the task of teachers is divided into three, namely as a professional task of teachers as a profession covering educate, teach, and train. Educating means to continue and develop the values of life. Teaching means to continue and develop science and technology. Teachers must become second parents for students and civic duties which teachers should be able to mingle with the community to cooperate in any field, especially in the field of education and public affairs. While the function of the teachers' as a proofreader, information motivator, demonstrate, innovators, facilitators, counselors and classroom manager.

2.6 Related Studies

To make it clearly, there are several relevance studies with this research. It will be shown as comparison study with the old researcher to find a new gap or novelty with this. Firstly, Akhyak, Idrus and Bakar (2013) had been analyzed the implementation of teacher pedagogy competence that to optimizing learners development in public primary school in Indonesia. Therefore, teachers should really bring their students to the objectives to be achieved. Teachers must be able to influence their students. Considering with this description, it is important for teachers to be competent. The efforts to improve their competencies can be advised to conduct. Through serious research, with in-depth interviews and research participants, researchers found that Implementation of teachers' pedagogy competence to optimizing learners' development in public primary



2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

school in Indonesia. It seems the teachers have made serious efforts in the development of the intellectual, emotional and moral to learners.

Secondly, Sonawalkar and Maheshkar (2017) entitled pedagogical competence for effective teaching in management education. According to their resulted, like many applied subjects including medicine, surgery, civil engineering and the likes, management is also an area which cannot teach by the books only. Developing a pedagogical framework based on evidence-based teaching is an important step toward achieving teaching objectives, and to give exposure to students to learn the subject matter with its applications in the field. Thus, this study has examined the pedagogical factors and determines the pedagogical practices relevant to teaching management.

Thirdly, Ada and Azisah (2016) had been analyzed the contribution of teachers' pedagogical competence toward the effectiveness of teaching of English at junior high school in Indonesia. Furthermore, the students were also active in asking and answering questions both from the teacher. In the section of discussion, the students were also able to conclude the materials taught during the teaching and learning process. It means that teacher's pedagogy competence could improve students' motivation to learn.

Fourthly, Sumani and Arifin (2017) entitled the EFL pre-services teachers' pedagogical competence based on the instructional approach. The result shows that the pre-service teachers are good at introductory and closure skills, explanation, group and individual teaching, and teaching variation, classroom management, and assessing. Hence, they are lacks on questioning and



2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

reinforcement. Therefore, it is suggested to microteaching lecturers to use this approach in the microteaching class, on the other hand, they are also suggested to focus more on those lacking aspects during the microteaching process.

Fifthly, Jumadi, Prasetyo and Wilujeng (2013) had been analyzed of mapping of professional, social, and personal competence of senior high school teachers. The results showed the competence level of physics teachers overall in the district of Sleman, Bantul and Kulon Progo stated in good categories, except for personal competence in the excellent category. The level of professional competence of physics teachers in Bantul district was ranked highest followed by Sleman then Kulon Progo, the level of pedagogical competence of physics teachers in Sleman District was ranked highest followed by Kulon Progo then Bantul, the level of social competence of physics teachers in Sleman District was ranked highest followed by Bantul then Kulon Progo, the level of personal competence of physics teacher in Bantul district was ranked highest followed by Sleman then Kulon Progo.

Sixthly, Leljen, Kullasepp and Anspal (2014) had been analyzed the pedagogies of developing teacher identity. By their result, the pedagogies have been divided into three groups: pedagogies that facilitate the professional aspect of teacher identity, pedagogies that address the personal aspect of teacher identity, and pedagogies that support the interaction of the professional and personal aspects of teacher identity.

Seventhly, Bonny, Atmowardoyo and Muliati (2013) entitled a correlational study between teachers' pedagogical and personal competence



2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

toward students' motivation in senior high school. The results of this research showed that there was significant correlation between teachers pedagogical competence toward students' motivation in learning English and there was also significant correlation between teachers' personal competence toward students' motivation in learning English. Moreover, The English teachers' pedagogical competence level at senior high school based on the students' perception are good, the English teachers' personal competence level senior high school based on the students' perception are also good, and the students' motivation on learning English at senior high school are high.

Lastly, Supriyanto (2017) had been analyzed the effect of pedagogic and personal competence toward student learning achievement. Furthermore, it can be concluded that there is an influence of pedagogic competence and teacher personality competence on students' learning achievement.

Thus, several relevant studies had similarities and differences with this research. The similarity can be seen by some variables, many research that find out the teacher pedagogic competence but there are a gap with personal competence that still yet to research. To find out the differences, the researcher will be using the intervening variable named motivation (Z) and two independent variables namely pedagogic competence (X1) and personal competence (X2) and also dependent variable learning achievement (Y). This research will be using a path analysis in multiple regressions by using SPSS program.



2.7 Operational Concepts and Indicators

Operational concept is the concept used to give explanation about theoretical framework to avoid misunderstanding and misinterpretation. In this research, the researcher concluded several indicators to be operated in the operational concept. Moreover, in this research, there are four variables, they are pedagogic competence as the independent variable and it is symbolized by (X1). Personal competence as the second independent variable and it is symbolized by (X2) and learning outcomes as dependent variable then symbolized by (Y). The data will be taken through the questionnaire by using *Likert* scale. The indicators are as follows:

2.7.1 Indicators of Pedagogical Competence

The following indicators of Pedagogical Competence it is adopted by Permendiknas No. 16 Tahun 2007 about teacher competence as follows:

Table 2.1
Pedagogical Competence's Indicators

No	Variable	Indicators
1.	Pedagogical Competence	1. Mastering students' characteristics from physical, moral, spiritual, social, cultural, and intellectual aspects. 2. Mastering theory and learning principles that educating 3. Develop curriculum related to the subjects that being taught 4. Organizing educational learning 5. Utilizing information and communication technology for learning purposes 6. Facilitating the development of potential learners to actualize the various potential that they have 7. Communicate with effectively, emphatically, and politely to students



8. Carry out an assessment and evaluation of the process and learning outcomes
9. Utilizing the results of assessments for the benefit of learning
10. Performing reflection actions to improve the quality of learning

2.7.2 Indicators of Personal Competence

The operational variable of teacher personality is measurements using the following indicators such as:

1. Act according to the norm of religion, law, social of Indonesian culture.
2. Presenting the honest and noble person as a students' role model.
3. Presenting the stable person, also mature, wise, and authorities.
4. Presenting the work ethic, high responsibility of being teacher.
5. Uphold the teachers' ethics profession code.

Table 2.2

Personal Competence's Indicators

No	Variable	Indicators
1.	Personal Competence	Act according to the norm of religion, law, social of Indonesian culture
		Presenting the honest and noble person as a students' role model.
		Presenting the stable person, also mature, wise, and authorities.
		Presenting the work ethic, high responsibility of being teacher.
		Uphold the teachers' ethics profession code.

2.7.3 Indicators of Learning Outcomes

In this section, the learning outcomes will be seen by the students' score semester test for the respondents who will be taken. So, to know how students learning outcomes it will be by standard qualification (KKM) in that school is 65 for English subject. So, the following table is to see the criteria of learning outcomes in SMPN 1 Bandar Seikijang as follows:

Table 2.3
Learning Outcomes' Indicator

No	Interval	Categorize
1.	91 – 100	Excellent
2.	84 – 90	Good
3.	74 – 83	Poor
4.	66 – 73	Bad
5.	< 65	Fail

2.8 Hypotheses

Ha1: there has significant relationship between students' perception of teacher's pedagogical competence toward their English learning outcomes

Ha2: there has significant relationship between students' perception of teacher's personal competence toward their English learning outcomes

Ha3: there has significant relationship between students' perception of teacher's pedagogical and personal competences toward their English learning outcomes

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This research conducted as a correlational study by using a quantitative research. According to Creswell (2012:349) correlational study is a statistical procedure for examining the combined relationship of *multiple* independent variables with a single dependent variable. In regression, the variation in the dependent variable is explained by the variance of each independent variable (the relative importance of each predictor), as well as the combined effect of all independent variables (the proportion of criterion variance explained by all predictors), designated by R^2 (Kline, 1998). Similar to the regression equation mentioned earlier, predicted scores on an outcome can be generated using an equation that is similar to the simple regression equation, but it includes additional predictors.

Similarly to Ary *et al* (2010:360) multiple regressions are a correlational procedure that examines the relationships among several variables. Specifically, this technique enables researchers to find the best possible weighting of two or more independent variables to yield a maximum correlation with a single dependent variable.

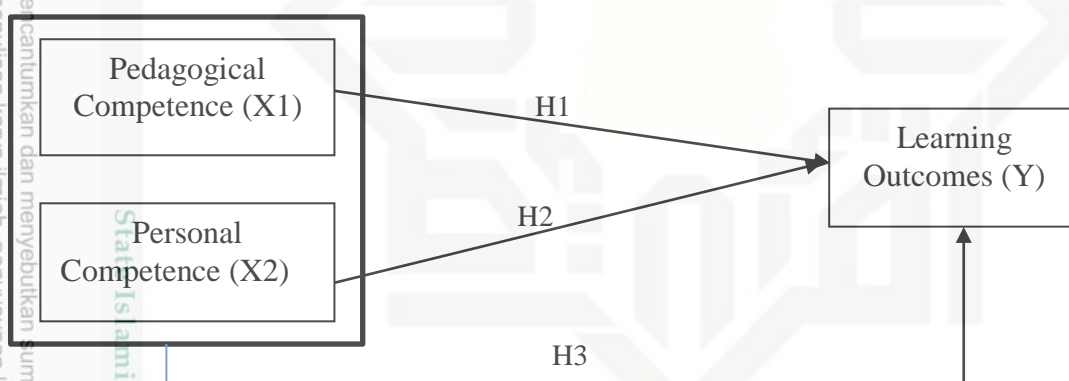
This research had been using a multiple correlational because to know the significant relationship between students' perception of teacher's pedagogical competence and their learning outcomes. To know the significant relationship

between students' perception of teacher's personal competence and their learning outcomes. To know the significant relationship between students' perception of teacher's pedagogical and personal competences and their learning outcomes.

In this research, there are three variables consist of two independent variables are pedagogical competence (X1) and personal competence (X2) and one dependent variable learning outcomes (Y). Researcher will be using a multiple regressions analysis that to estimate causality relationships between variables that have been predetermined based on theory. So, the research design can be seen as follows:

Scheme 3.1

Research Design



3.2 Location and Time of the Research

This research will be conducted at SMPN 1 Bandar Seikijang which is located on Lintas Timur Street, Bandar Seikijang Districts of Pelalawan Regency.

The duration of the research depend on situation, it will be taken above January to March 2020.

3.3 Population and Sample

3.3.1 Population

According to Creswell (2012:142) a population is a group of individuals who have the same characteristic. For example, all teachers would make up the population of teachers, and all high school administrators in a school district would comprise the population of administrators. As these examples illustrate, populations can be small or large. You need to decide what group you would like to study. The populations of this research are all of students of SMPN 1 Bandar Seikijang in the academic year of 2019 – 2020 which consisted of 17 classes of seventh grade are 5 classes, eighth grade are 6 classes and ninth grade are 6 classes. So, total of population are 560 students that consist of 292 male students and 268 female students.

Table 3.1

Population of Students of SMPN 1 Bandar Seikijang

No	Class	Total of Students	
		Male	Female
1	VII	106	89
2	VIII	97	106
3	IX	89	73
Total		560	

Source: SMPN 1 Bandar Seikijang, 2019.

3.3.2 Sample

According to Creswell (2012:142) a sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population. In an ideal situation, you can select a sample of individuals who are representative of the entire population. The researcher will be using a simple



random sampling. Furthermore, Creswell (2012:143) in simple random sampling, the researcher selects participants for the sample so that any individual has an equal probability of being selected from the population. The intent of simple random sampling is to choose individuals to be sampled who will be representative of the population. In this case, the researcher will be using a simple random sampling with modified with a Slovin formula to get a number of sample, as follows:

$$n = \frac{N}{1+N(e)^2}$$

Notes:

N = population

e = error tolerance 10% (0.1)

$$n = \frac{560}{1+560(0.1)^2}$$

$$n = \frac{560}{1+5.6}$$

$$n = \frac{560}{6.6}$$

$$n = 84.84 = 85 \text{ students}$$

So, based on the formulation above the samples of this research is 85 students. Then, the researcher will be taken a sample per class by using Ridwan and Kuncoro (2011:49) formula as follows:

$$ni = \frac{Ni}{N} \times n$$

Notes:

ni amount of sample per class

n total sample



Hak Cipta Dilindungi Undang-Undang
Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumpukan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

n_i = amount of students per class

N = total population

So, based on the formulation above, it will be get the sample per class as follows:

Table 3.2

Sample per Class

No	Class	Types	Populations		Totals
1.	VII	VII-1	33	$= \frac{33}{560} \times 85$	$5.08 = 5$ students
		VII-2	33	$= \frac{33}{560} \times 85$	$5.08 = 5$ students
		VII-3	33	$= \frac{33}{560} \times 85$	$5.08 = 5$ students
		VII-4	33	$= \frac{33}{560} \times 85$	$5.08 = 5$ students
		VII-5	33	$= \frac{33}{560} \times 85$	$5.08 = 5$ students
		VII-6	30	$= \frac{30}{560} \times 85$	$4.55 = 5$ students
2.	VIII	VIII-1	35	$= \frac{35}{560} \times 85$	$5.31 = 6$ students
		VIII-2	34	$= \frac{34}{560} \times 85$	$5.16 = 5$ students
		VIII-3	34	$= \frac{34}{560} \times 85$	$5.16 = 5$ students
		VIII-4	34	$= \frac{34}{560} \times 85$	$5.16 = 5$ students
		VIII-5	33	$= \frac{33}{560} \times 85$	$5.08 = 5$ students
		VIII-6	33	$= \frac{33}{560} \times 85$	$5.08 = 5$ students
3.	IX	IX-1	21	$= \frac{21}{560} \times 85$	$3.18 = 3$ students
		IX-2	21	$= \frac{21}{560} \times 85$	$3.18 = 3$ students
		IX-3	20	$= \frac{20}{560} \times 85$	$3.03 = 3$ students
		IX-4	20	$= \frac{20}{560} \times 85$	$3.03 = 3$ students
		IX-5	20	$= \frac{20}{560} \times 85$	$3.03 = 3$ students
		IX-6	20	$= \frac{20}{560} \times 85$	$3.03 = 3$ students
		IX-7	20	$= \frac{20}{560} \times 85$	$3.03 = 3$ students
		IX-8	20	$= \frac{20}{560} \times 85$	$3.03 = 3$ students
Amount of Samples					85 Students



2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

3.4 Research Procedure

In this research, there are following steps which are need. To make it clearly, Creswell (2012) classified the steps as follows:

1. Identify the unit of analysis

The researcher chose SMPN 1 Bandar Seikijang that located on Lintas Timur Street, Bandar Seikijang Districts of Pelalawan Regency.

2. Specify the Population and Sample

The populations of this research are all of students of SMPN 1 Bandar Seikijang in the academic year of 2019 – 2020 which consisted of 17 classes of seventh grade are 5 classes, eighth grade are 6 classes and ninth grade are 6 classes. So, the representative sample technically is 85 students.

3. Obtain Different Types of Permissions

Permission is often necessary before you can enter a site and collect data. This approval usually comes from leaders or persons of authority in organizations. Gaining permissions from organizational personnel requires contacting them before the start of a study and obtaining their permission to enter and to study their setting.

4. Operationally Define Each Variables

An operational definition is the specification of how to define and measure the variable in study. In this case, the researcher will scale each variables predictor to make a questionnaire.



Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mengutip sumber.
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumpukan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

5. Choose Types of Data and Measures

In this case, the researcher will be using questionnaires to measure because this research focuses on students' perception toward their teacher competence.

3.5 Techniques of Data Collection

In this study, researcher used two questionnaires and documentation as data collection analysis because in this research it will be known what the objectives of this research consists of; to know the significant relationship between students' perception of teacher's pedagogical competence and their learning outcomes. to know the significant relationship between students' perception of teacher's personal competence and their learning outcomes. To know the significant relationship between students' perception of teacher's pedagogical and personal competences and their learning outcomes.

3.5.1 Questionnaire of Pedagogical Competence

Questionnaire is one way of obtaining data by asking questions. It is used to measure the students' perception of teacher's pedagogical competence and their learning outcomes. In this study, pedagogical competence had been used likert scale which presents a number of statements to be answered by the students to get the information about the students' perception of teacher's pedagogical competence. The researcher gave a set of close – ended questionnaire means the options will be provided and there are no other alternative. Close-ended



2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

questionnaire was used to help the researcher in selecting the data, so that the researcher was not waste the time for the data which was not relevant to the research problem. Thus, the questionnaire had been validated as follows:

Table 3.3

Questionnaire of Pedagogical Competence Validation

No Item	r count	r table	Explanation
Item 1	0,652	0,2787	Valid
Item 2	0,626	0,2787	Valid
Item 3	0,110	0,2787	Invalid
Item 4	0,676	0,2787	Valid
Item 5	0,778	0,2787	Valid
Item 6	0,652	0,2787	Valid
Item 7	0,626	0,2787	Valid
Item 8	0,330	0,2787	Valid
Item 9	0,778	0,2787	Valid
Item 10	0,652	0,2787	Valid
Item 11	0,652	0,2787	Valid
Item 12	0,626	0,2787	Valid
Item 13	0,330	0,2787	Valid
Item 14	0,778	0,2787	Valid
Item 15	0,029	0,2787	Invalid
Item 16	0,110	0,2787	Invalid
Item 17	0,676	0,2787	Valid
Item 18	0,778	0,2787	Valid
Item 19	0,652	0,2787	Valid
Item 20	0,626	0,2787	Valid

Based on table above, it can be seen that three items consist of item 3, item 15 and item 16 were invalid. So, researcher drop out the invalid item and become 17 items can be distribute to students.



2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

3.5.2 Questionnaire of Personal competence

The researcher also set others questionnaire for students perception about their teacher's personal competence of close – ended questionnaire and also using a likert scale. Thus, the questionnaire had been validated as follows:

Table 3.4

Questionnaire of Personal Competence Validation

No Item	r count	r table	Explanation
Item 1	0,755	0,2787	Valid
Item 2	0,669	0,2787	Valid
Item 3	0,218	0,2787	Invalid
Item 4	0,565	0,2787	Valid
Item 5	0,742	0,2787	Valid
Item 6	0,755	0,2787	Valid
Item 7	0,669	0,2787	Valid
Item 8	0,229	0,2787	Invalid
Item 9	0,742	0,2787	Valid
Item 10	0,755	0,2787	Valid
Item 11	0,755	0,2787	Valid
Item 12	0,669	0,2787	Valid

Based on table above, it can be seen that two items consist of item 3 and item 8 were invalid. So, researcher drop out the invalid item and become 10 items can be distribute to students.

3.5.3 Documentation

According to Ridwan (2003:50) documentation is review to obtain data directly from the place of research, including relevant books, regulations, reports on activities, photographs of the tape recordings, documentaries, relevance data research. The researcher using documentation technique aims to know the students' learning outcomes based on their semester test. In this technique, it was



also proven the results of the data that have been taken so that these studies contained data validity clearer, researchers used the camera as a tool to document the research by way of photographing activity during the study.

3.6 Techniques of Data Analysis

In this research, there were two types of data analysis techniques namely were statistic descriptive and inferential statistic, all of techniques will be analyze by SPSS program and manually with contribute by Excel Programm. These all following steps can be seen as follows:

3.6.1 Statistic Descriptive

According to Ary *et al* (2010:101) the nature of the measurement process that produces the numbers determines the interpretation that can be made from them and the statistical procedures that can be meaningfully used with them. The most widely quoted taxonomy of measurement procedures is Stevens' scales of measurement in which he classifies measurement as nominal, ordinal, interval, and ratio. The following statistic that will be using in this research such as mean, variance, and standard deviation with formula:

1. Mean

$$M_t = \frac{\sum x}{n}$$

2. Variance

$$S_t = \sqrt{\frac{\sum x^2}{n} - \left(\frac{\sum x}{n}\right)^2}$$

3. Standard Deviation

$$S^2 = \frac{\sum x^2 - \frac{(\sum x)^2}{n}}{n}$$



Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip atau salin seluruh atau sebagian dari isi karya tulis ini tanpa mengutip sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumpukan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

n

4. Statistic descriptive

$$P = \frac{F}{N} \times 100\%$$

3.6.2 Validity and Reliability Test

3.6.2.1 Validity Test

According to Ary *et al* (2010:225) validity is the most important consideration in developing and evaluating measuring instruments. Historically, validity was defined as the extent to which an instrument measured what it claimed to measure. The focus of recent views of validity is not on the instrument itself but on the interpretation and meaning of the scores derived from the instrument.

Similarly, Ravid (2011:204) stated that the validity of a test refers to the degree to which an instrument measures what it is supposed to measure and the appropriateness of specific inferences and interpretations made using the test scores. It is not sufficient to say that a test is “valid”; rather, the intended use of the test should be indicated. Keep in mind that validity is not inherent in the instrument itself and that an instrument is considered valid for a particular purpose only.

In this case, to measure the validity of the questionnaires above, the researcher will be using statistically by using SPSS program named *correlation of product moment* with contains the formula as follows:

$$r_{\text{hitung}} = \frac{n (\sum Xi Yi) - (\sum Xi) (\sum Yi)}{\sqrt{(n \sum X_1^2 - (\sum X_1)^2) (n \sum Y_1^2 - (\sum Y_1)^2)}}$$



Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan sumber atau dengan cara lain.
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumpukan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Note:

r_{hitung} = coefficient correlation

X_i = item score total

Y_i = item score total (all of it)

n = total sample

To know the item in questionnaire valid or not, it can be seen by seeing the rules of hypothesis with significance level of 5% error tolerance (0,05), as follows:

H_a : if $r_{count} > r_{table}$ then it stated valid

H_o : if $r_{count} < r_{table}$ then it stated invalid

3.6.2.2 Reliability Test

According to Ravid (2011:192) reliability refers to the level of consistency of an instrument and the degree to which the same results are obtained when the instrument is used repeatedly with the same individuals or groups. This consistency may be determined by using the same measure twice, administering two equivalent forms of the measure, or using a series of items designed to measure similar concepts. Similarly, Ary *et al* (2010:236) the reliability of a measuring instrument is the degree of consistency with which it measures whatever it is measuring. This quality is essential in any kind of measurement.

In this case, to measure the reliability can be done by using SPSS program named *alpha cronbach's test* that consist of hypothesis as follows:



2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Ha : if *alpha cronbach's* > 0.6 then it stated reliable

Ho : if *alpha cronbach's* < 0.6 then it stated unreliable

Meanwhile, there are others measurement to stated that it reliable or not by seeing the table of reliability that made by Riduwan dan Akdon (2010:73) as follows:

Table 3.5

Index Correlation of Reliability

No	Interval	Explanation
1.	Between 0.800 – 1.000	Very High
2.	Between 0.600 – 0.799	High
3.	Between 0.400 – 0.599	Enough
4.	Between 0.200 – 0.399	Low
5.	Between 0.000 – 0.199	Very Low (Unreliable)

3.6.3 Classical Assumption Test

This test will be used before testing the hypothesis, this test usually to measure the data that using in this research must pass normality check such as normality test, multicollinearity test and heteroscedastisity test. The following explanation above can be seen as follows:

3.6.3.1 Normality Test

According to Gani (2015) that cited by Ainiyah *et al* (2016) stated that normality test is used to determine whether or not the normal distribution of data (Santoso, 2010). Good research data is data that has a normal distribution. The normal distribution (bell shaped) means the data has spread evenly so that it can represent the population. Data that is not normal can be distinguished from the level of skewed (skewness). If the data tends to be skewed to the left is called



2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

positive skewness, if the data tend to be skewed to the right is called negative skewness, and the data is said to be normal if the data is symmetrical. But, in this case the researcher will be using *Kolmogorov Smirnov* test with assumption that if $p > 0.05$ then data is normality, vice versa.

3.6.3.2 Multicollinearity Test

According to Gani (2015) that cited by Ainiyah *et al* (2016) multicollinearity test is used to determine existence of high correlation between variables in a multiple regression model. If there is a high correlation between the independent variables, then relation between them of the dependent variable will be disrupted. As such, a good regression model should not be a correlation between independent variables, or may be mutually collinear but not highly correlated (Gani, 2015). Multicollinearity testing can be done by looking at value of Variance Inflation Factors (VIF) and Tolerance. VIF is a function of R^2 between independent variables that can be written with hypothesis below:

H_a : If $VIF < 10$ and tolerance > 0.10 then not multicollinearity

H_o : If $VIF > 10$ and tolerance < 0.10 then multicollinearity

3.6.3.3 Heteroscedastisity Test

According to Gani (2015) that cited by Ainiyah *et al* (2016) heteroscedasticity test is used to test there is a regression model residual variance inequality from one observation to another observation. Regression formula obtained by assuming confounding variables (error) has a constant residual variance (range of errors approximately equal). Heteroscedasticity occurs if there



is residual variance is not constant. The regression model to be good if there is not heteroscedasticity (Ghozali, 2017).

3.6.3.4 Linearity Test

According to Gani (2015) that cited by Ainiyah *et al* (2016) linearity test: is used to determine whether two or more variables have a significant linear relationship or not. The results of these tests can then be used to help make decisions in determining the regression model that will be used appropriately. Linearity testing can be done by the Sig. linearity and Sig. deviation from linearity in Table ANOVA. Value Sig. linearity indicates the extent to which the independent variable value just in a straight line. If the value of Sig. linearity < significance level (α), then the linear regression can be used to explain the influence of variables that exist. While the value of Sig. deviation from linearity shows what the data is used as linear. If the value of Sig. deviation from linearity < significance level (α), then the linear regression can be used to explain the influence of variables that exist (Widhiarso, 2010).

3.6.4 Multiple Regressions Analysis

According to Retherford in (Ardiles & Sri Indarti, 2013) stated that multiple regressions analysis is a technique for analyzing cause and effect relationships that occurs in multiple regression if the independent variables affect the dependent not only directly but also indirectly. So, path analysis is the use of regression analysis to estimate causality relationships between variables that have been predetermined based on theory.



Furthermore, Nurjannah (2008) cited path analysis was developed by

Sewall Wright in 1960 as a method for studying direct and indirect effects between explanatory variables and dependent variables. The purpose of multiple regressions analysis is to determine the direct effect of a number of variables based on the beta regression (path coefficient). The benefits of path analysis are extensions of simple or multiple regression equations that are needed in the path of relationship of variables that involve more than one equation. To test by using path analysis, there are some steps can be seen as follows:

1. Build hypotheses and structural regression analysis

$$Y = \alpha + \rho_{YX_1} + \rho_{YX_2} + e$$

Note:

Y = Learning Outcomes

α = constant

ρ = coefficient

X₁ = Pedagogical Competence

X₂ = Personal Competence

e = Error

3.6.5 Hypothesis Test

According to Creswell (2012:187) hypothesis testing is a procedure for making decisions about results by comparing an observed value of a sample with a population value to determine if no difference or relationship exists between the values. This is the traditional way to test whether the sample mean is a good estimate of the population mean. It provides a yes–no answer: Either the sample



2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

mean is a good estimate or it is not. Because we can never absolutely prove that the sample is a good estimate, we try to establish whether it is a wrong estimate.

3.6.5.1 t Test

According to Ravid (2011:144) predictions of outcomes in studies that are using the t test reflect what the researcher hypothesizes about the nature of the differences between the means. The alternative hypothesis (i.e., the research hypothesis), represented by the symbol H_a or H_0 , predicts whether there would be a statistically significant difference between the two means being compared.

Similarly, Ary *et al* (2010:359) partial correlation is a technique used to determine what correlation remains between two variables when the effect of another variable is eliminated. We know that correlation between two variables may occur because both of them are correlated with a third variable. Partial correlation controls for this third variable. This test using criteria with a 95% confidence level with error tolerance 5% (0,05) significance. If the p value of each independent variabel $< \alpha$ significance then H_0 is rejected and H_a accepted, vice versa.

3.6.5.2 F Test

According to Ghozali (2007) the f test is used to determine together whether the independent variables have a significance effect or not on dependent variable. The f test is also called by analysis of variance (ANOVA), because the independent variables more than one it will be using a two-way ANOVA in multifactor analysis of variance. According to Ary *et al* (2010:184) the layout for



an experiment investigating the combined effects of two or more independent variables is called a factorial design, and the results are analyzed by means of a multifactor analysis of variance. If two independent variables are investigated, we call the analysis a two-way analysis of variance. The null hypothesis for a two-way ANOVA is that the population means are equal.

3.6.5.3 R Square Test

According to Ghazali (2007) the coefficient of determination or r square test is usually measure how far the ability of the dependent variable model affected the independent variables and used to determine the percentage of independent variables together can explain the dependent variable. The r square is between 0 and 1. If the r square = 1, then independent variables provides the information needed to predict the dependent variable. If the r square = 0, then the dependent variable is not able to explain the independent variables. The other way to make sure the function of r square by following this formula:

$$R^2 = \text{Result of } R^2 \times 100\%$$

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

Ha c i p l a m i l i k U I N S u s k a R i a u

S t a r I s l a m i c U n i v e r s i t y o f S u l t a n S y a r i f K a s i m R i a u

UIN SUSKA RIAU



© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTION

5.1 Conclusion

Based on the results of research and discussion in the previous chapter, it can be concluded in this study that Pedagogical Competence has a significant effect on Learning Outcomes. It can be seen the significant value $< 0,05$ ($0,000 < 0,05$). Therefore, the H1 hypothesis is accepted by the decision rule, namely the more teachers' pedagogical competence is good, then learning outcomes will be higher. Personal Competence has a significant effect on Learning Outcomes. It can be seen the significant value $< 0,05$ ($0,000 < 0,05$). Therefore, the H2 hypothesis is accepted by the decision rule, namely the more teachers' personal competence is good, then learning outcomes will be higher. Pedagogical competence an personal competence together have a significant effect on learning outcomes. It can be seen the significant value $< 0,05$ ($0,000 < 0,05$). Therefore, H6 is accepted with the decision rule

5.2 Implication

Implication provides the contribution of the research for teaching and learning English. There are some implications that have to be paid attention. Firstly, in pedagogic competence, teachers are required to be able to master knowledge education, understanding of student development, development of curriculum and syllabus, educational learning and dialogue between teachers and students,



2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

developing student potential, and being able to evaluate achievement student learning. The pedagogical competence had gave the big influence toward the learning take place. That the pedagogical competence is very important for the effectiveness of learning. Secondly, teacher's personality competence at least includes: personality: steady, stable, mature, wise and wise, authoritative, noble character, being a role model for students and the community. So, if the two things above are owned by the teacher, the teacher will become a professional teacher and of course can affect the enthusiasm of students' learning which has an impact on increasing students' English learning outcomes.

5.3 Suggestion

After analyzing the data and making conclusion, the writer has some suggestions as follows:

1. For Teachers

- a. Teachers should be able to take advantage of the results of this research as a the initial stage or the initial step to improve students' perceptions of classroom conditions in the learning process that is effective and can create student learning concentration.
- b. Teachers should be able to improve their competence, especially pedagogic competence in the process learning that affects learning achievement.
- c. Teachers should be able to improve their competence, especially personal competence in the learning process which affect learning achievement.



2. For Students

- a. Students should be able to improve their learning concentration through increased learning and skills or practice and discussion
- b. such as group discussions, question and answer between study groups and etc.

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumpukan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.





REFERENCES

- Ainiyah, Nur, et al.. 2016. *The Classical Assumption Test to Driving Factors of Land Cover Change in the Development Region of Northern Part of West Java*. The International Archives of the Photogrammetry, Remote Sensing and Spatial Information Sciences Vol. XLI-B6, 2016 XXIII ISPRS Congress, Prague: Czech Republic.
- Ananda, Herlina. 2019. *The Effect of Think-Pair-Share (TPS) Technique and Motivation on Student's Speaking Skill at SMAN 12 Pekanbaru*. Thesis: Islamic University Sultan Syarif Kasim Riau.
- Alyousef, HS. 2005. *Teaching Reading Comprehension to ESL Learners. The Reading Matrix*. Retrieved October 24, 2019, from <http://www.readingmatrix.com/articles/alyousef/article.pdf>.
- Ardiles and Sri Indarti. 2013. *TA: Rancang Bangun Aplikasi Pembelajaran Sandi Pramuka pada Siswa Tingkat Sekolah Dasar Berbasis Android*. Thesis: Stikom Surabaya
- Ary, Donald, Jacobs, C.L, Sorensen, C and Razavich, A. 2010. *Introduction to Research in Education*. 8th Ed. Canada: Wadsworth, Cengage Learning
- Atmaka, Dri. 2004. *Tips Menjadi Guru Kreatif*. Bandung: Yrama Widya.
- Bahrani, T., Tam, S. 2012. *Audiovisual News, Cartoons, and Film as Authentic Language Input and Language Proficiency Development*. SAGE Open Journal. <https://doi.org/10.1177/2158244014550611>
- Brown, H. Douglas. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy* (second edition).
- Bygate, M. 2003. *Language Teaching: A Scheme for Teaching Education: Speaking*. UK: Oxford University Press.
- Cakir, Ismail. 2006. "The Use of Video as an Audio-Visoual Material in Foreign Language Teaching Classroom". TOJET October 2006 ISSN: 1303-6521 volume 5 Issue 4 Article 9.
- Creswell, John W. 2012. *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research* 4th Ed. Boston: Pearson Education, Inc.
- Djamarah, B. Syaiful. 2001. *Strategi Belajar Mengajar*. Jakarta: Rineka Cipta

Dornyei, Zoltan. (2000). I, *Orientations, and Motivations in Language Learning: Advances in Theory, Research , and Applications*. University of Nottingham. *Language Learning* 55:4, 613–659

Finocchiaro, Mary. 1974. *English as a Second Language: From Theory to Practice*. New York: Regents Publishing Company

Gardner, R. C. (2001). *Language Learning Motivation: The students, the teacher, and the Researcher*. Texas Paper in Foreign Language Motivation. P.1-18

Gardner, R.C and MacIntyre.P.D. (1991). *An Instrumental Motivation in Language Study*. Univrsity of Western Ontario: Cambridge University Press.

Ghozali, Imam. 2007. *Aplikasi Analisis Multivariate dengan Program SPSS*. Semarang: Penerbit Undip.

González- Moncada, A. (2006). *On Materials Use Training in EFL Teacher Education: Some Reflections*. Retrieved October 22, 2019, from http://www.scielo.org.co/scielo.php?script=sci_arttext&pid=S1657-07902006000100008&lng=en&nrm=iso

Grabe, William. 2009. *Reading in a Second Language*. New York: Cambridge University Press.

Harmer, Jeremy. 2001. *The Practice of English Language Teaching*. Harlow: Pearson Education Limited.

Harmer, Jeremy. 2004. *How to Teach Writing*. Saffron Waldon, Essex: Pearson Education Limited

Harmer, J. 2001. *Teaching with Video*. In A. Pearson Education Limited. *Practice of English Language Teaching*. Birmingham: Editorial logman.

Linse, Caroline T. 2006. *Practical English Language Teaching Young Learners*. NY: Mc Graw Hill

Li, Peipei and Pan, Guirong. (2009). *The Relationship between Motivation and – A Survey of the Study Motivation of English Majors in Qingdao Agricultural University*. *English Language Teaching*.

Maharani, Ida. 2007. *How to Write Effectively*. Yogyakarta: Andi



2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- Mulyasa, E., 2009. *Standar Kompetensi dan Sertifikasi Guru*. Bandung: Remaja Rosdakarya.
- Murti dan Salamah. 2006. *Metodologi Penelitian*. Yogyakarta: Andi Yogyakarta
- Ngalim, Purwanto. 2003. *Psikologi Pendidikan*. Bandung: Remaja Rosdakarya
- Nurjannah. 2008. *Pengaruh Pendapatan dan Beban Terhadap Pajak: Laba Sebelum Pajak sebagai Variabel Intervening*. Skripsi: UIN Syarif Hidayatullah
- Oudeyer, Pierre Yves and Kaplan, Frederic. 2007. *How can we define intrinsic motivation*. Switzerland.
- Ravid, Ruth. 2011. *Practical Statistics for Educators 4th Ed*. United Kingdom: Rowman & Littlefield Publishers, Inc.
- Reid, Gavin. 2007. *Motivating Learners in the Classroom: Ideas and Strategies*. London: Cromwell Press Ltd.
- Richards, Jack C. 2008. *Teaching Listening and Speaking from Theory to Practice*. Cambridge: Cambridge University Press.
- Riduwan, dan Akdon. 2010. *Rumus dan Data dalam Analisis Data Statistika*. Bandung: Alfabeta
- Ridwan. 2003. *Skala Pengukuran Variabel-variabel Penelitian*. Bandung: Alfabeta
- Rodiki Petrides, Joanna. 2006. *Attitudes and Motivation and their impact on the Performance of Young English as a Foreign Language Learners*.
- Rost, M. 2002. *Teaching and Researching Listening*. Boston: Longman/Pearson Education, Inc.
- Rubin, H.J and Rubin, I.S. 1995. *Qualitative Interviewing: The Art of Hearing Data*. London: Sage Publications
- Ryan, R.M and Deci, L.D. (2000). *Intrinsic and Extrinsic Motivation: Classic Definitions and New Directions*. Contemporary Educational Psychology 25.pp 54-67.



Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip atau sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumpukan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- Saha M. 2008. *Teaching Listening as an English Language Skill*. Retrieved October 18, 2019, from: <http://www.articlesbase.com/languages-articles/teachinglistening-as-an-english-language-skill-367095.html>
- Santoso, Singgih. 2010. *Statistik Multivariat*. Jakarta: PT. Elex Media Komputindo.
- Sheila Steinberg, 2007. *An Introduction to Communication Studies*. Juta and Company Ltd.
- Spencer, Peter M & Signe M. Spencer, 2007. *Competence at Work "Models for Superior Performance"*. New York: Jhon Wiley & Sons Inc
- Spratt, Mary, Pulverness, Alan and Williams, M. 2005. *The Teaching Knowledge Test*. New York: Cambridge University Press
- Sudjana, Nana. 2002. *Penilaian Hasil Proses Belajar Mengajar*. Bandung: Sinar Baru Algesindo.
- Sudjana, Nana. 2011. *Dasar-Dasar Proses Belajar Mengajar*. Bandung: Sinar Baru Algesindo.
- Sudrajat, Akhmad. 2008. *Kompetensi Guru dan Peran Kepala Sekolah*. Available at: <http://akhmadsudrajat.wordpress.com>, [accessed by November 23, 2019]
- Sumitro, et al. 2002. *Pengantar Pendidikan*. Jakarta: Rineka Cipta
- Suparlan, 2006. *Perencanaan Pembelajaran*. Jakarta: CV Rajawali Press
- Supriyanto. 2017. *Pengaruh Kompetensi Pedagogik dan Kompetensi Kepribadian Guru Terhadap Prestasi Belajar PAI pada Siswa SMK Ganesha Tama Boyolali Tahun Ajaran 2016/2017*. Thesis: Institut Agama Islam Negeri Surakarta.
- Thornburry, Scott. 2005. *How to Teach Speaking*. Boston: Pearson, Inc.
- Undang-Undang No. 16 Tahun 2005 tentang Guru dan Dosen.
- Widhiarso, Wahyu. 2010. *Catatan Pada Uji Linearitas Hubungan*. Yogyakarta: Fakultas Psikologi UGM.
- Wilona, Aventia. 2010. *The Correlation between Intrinsic Motivation and Speaking Proficiency of the English Department Students*. Journal of Magister Scientiae - ISSN: 0852-078X 45 edition No. 27 - Maret 2010



UIN SUSKA RIAU

Van Duzer, C. 1997. *Improving ESL Learners' Listening Skills: At the Workplace and Beyond*. Retrieved October 23, 2019, from http://www.cal.org/caela/esl_resources/digests/LISTENQA.html

Zamroni. 2001. *Paradigma Pendidikan Masa Depan*. Yogyakarta: Biograf Publishing.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

©Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau



APPENDICES

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



Appendix 1. List of Questionnaires

INSTRUMENT OF THE RESEARCH

Name or Initial :
Class :
Gender : ☐ Male ☐ Female

Berikut ini akan disajikan beberapa list pertanyaan mengenai persepsi anda terhadap kompetensi pedagogik yaitu hal yang berhubungan dengan cara mengajar guru Bahasa Inggris dan kompetensi personal yaitu hal yang berhubungan dengan karakteristik guru Bahasa Inggris. Kemudian terdapat juga kuesioner tentang motivasi anda dalam belajar Bahasa Inggris.

Berilah tanda silang (X) pada jawaban yang menurut anda sesuai dengan apa yang anda rasakan pada kolom jawaban yang tersedia dengan keterangan sebagai berikut:

SB	: Sangat Baik
B	: Baik
KB	: Kurang Baik
TB	: Tidak Baik
STB	: Sangat Tidak Baik
SS	: Sangat Setuju
S	: Setuju
KS	: Kurang Setuju
TS	: Tidak Setuju
STS	: Sangat Tidak Setuju

Hak Cipta Dilindungi Undang-Undang
 1. Dilarang mengutip, sebagian atau seluruhnya, untuk keperluan cetak, elektronik, atau lainnya.
 a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
 2. Dilarang mengumpukan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

KUESIONER PERSEPSI SISWA TENTANG KOMPETENSI PEDAGOGIK GURU BAHASA INGGRIS SMPN 1 BANDAR SEIKIJANG

No	Daftar Pernyataan	Alternatif Pilihan Jawaban				
		SB	B	KB	TB	STB
1	Guru memahami karakteristik peserta didik secara intelektual					
2	Guru memahami karakteristik peserta didik dengan latar belakang yang berbeda-beda					
3	Guru mengetahui potensi yang dimiliki oleh peserta didik					
4	Guru untuk mengetahui kesulitan belajar peserta didik					
5	Guru menegur siswa yang usil saat pembelajaran berlangsung					
6	Guru membedakan antara siswa yang aktif sama dengan yang biasa					
7	Guru menyampaikan dan menjelaskan materi sehingga mudah dipahami siswa					
8	Siswa tertarik untuk mengikuti proses pembelajaran yang disampaikan oleh guru					
9	Guru membimbing pelajaran dikelas					
10	Guru memberikan solusi ketika siswa mengalami kesulitan terhadap materi pelajaran					
11	Guru menggunakan strategi pembelajaran dalam mengajar					
12	Metode pembelajaran yang dipakai guru dalam pembelajaran sangat menarik					
13	Teknik pembelajaran yang digunakan guru guna dalam proses pembelajaran sangat menarik					
14	Model pembelajaran yang digunakan guru gunakan dalam pembelajaran sangat menarik					
15	Guru menyampaikan tujuan pembelajaran setiap awal proses pembelajaran					
16	Guru menyediakan kebutuhan pembelajaran semisal LKS dan buku paket					
17	Guru menggunakan metode pembelajaran yang bervariasi untuk menciptakan suasana pembelajaran yang menyenangkan					



KUESIONER PERSEPSI SISWA TENTANG KOMPETENSI PERSONAL GURU BAHASA INGGRIS SMPN 1 BANDAR SEIKIJANG

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

No	Pertanyaan	Alternatif Pilihan Jawaban				
		SB	B	KB	TB	STB
1	Guru menjadi suri teladan para siswanya disekolah					
2	Guru sebagai panutan para siswanya					
3	Guru memperlakukan siswanya dengan baik					
4	Guru memperlakukan siswanya dengan sama					
5	Guru memperhatikan perkembangan para siswanya					
6	Guru bersikap bijaksana terhadap keputusan para siswanya					
7	Guru selalu memotivasi siswanya					
8	Guru mengarahkan siswanya dalam menjalani kehidupan, seperti gejolak masa puber					
9	Pada waktu siswa sedang ribut, guru dapat mengendalikan suasana kelas menjadi kondusif					
10	Guru memahami sikap atau karakter siswanya					



- Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
 2. Dilarang mengumpukan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

KUESIONER TENTANG MOTIVASI SISWA DALAM BELAJAR BAHASA INGGRIS

No	Pertanyaan	Alternatif Pilihan Jawaban				
		SS	S	KS	TS	STS
1	Saya senang dan bangga mendapatkan nilai seratus					
2	Saya senang jika tugas yang saya kumpulkan diperiksa dan diberi nilai					
3	Saya merasa terpacu ketika guru akan memberikan hadiah bagi siswa yang dapat menjawab pertanyaan					
4	Dengan adanya iming-iming hadiah, saya jadi bersemangat dalam belajar					
5	Saya tidak keberatan ketika diberi tugas tambahan oleh guru					
6	Saya bersemangat saat guru memberikan latihan di setiap pertemuan					
7	Saya terpacu untuk lebih baik saat ulangan tiba					
8	Dengan adanya ulangan yang diadakan saya termotivasi dapat mengukur kemampuan diri					

UIN SUSKA RIAU



© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



Appendix 2. Questionnaire Answers to Test the Validity and Reliability

No	Students' Code	List of Pedagogic's Statements																				Total	X1
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
1	Student 1	2	5	5	5	5	2	5	2	5	2	2	5	2	5	2	5	5	5	2	5	76	3.8
2	Student 2	4	4	4	4	4	4	4	5	4	4	4	4	5	4	3	4	4	4	4	4	81	4.05
3	Student 3	5	4	3	4	5	5	4	4	5	5	5	4	4	5	2	3	4	5	5	4	85	4.25
4	Student 4	4	4	3	4	5	4	4	3	5	4	4	4	3	5	3	3	4	5	4	4	79	3.95
5	Student 5	5	4	4	4	4	5	4	3	4	5	5	4	3	4	2	4	4	4	5	4	81	4.05
6	Student 6	5	4	4	4	4	5	4	3	4	5	5	4	3	4	3	4	4	4	5	4	82	4.1
7	Student 7	5	3	4	5	5	5	3	4	5	5	5	3	4	5	1	4	5	5	5	3	84	4.2
8	Student 8	5	4	3	4	5	5	4	4	5	5	5	4	4	5	2	3	4	5	5	4	85	4.25
9	Student 9	5	4	3	4	5	5	4	3	5	5	5	4	3	5	3	3	4	5	5	4	84	4.2
10	Student 10	5	4	4	4	5	5	4	4	5	5	5	4	4	5	4	4	4	5	5	4	89	4.45
11	Student 11	4	4	4	4	5	4	4	3	5	4	4	4	3	5	3	4	4	5	4	4	81	4.05
12	Student 12	4	5	4	4	4	4	5	3	4	4	4	5	3	4	2	4	4	4	4	5	80	4
13	Student 13	5	3	4	5	5	5	3	4	5	5	5	3	4	5	3	4	5	5	5	3	86	4.3
14	Student 14	4	4	3	4	5	4	4	4	5	4	4	4	4	5	2	3	4	5	4	4	80	4
15	Student 15	4	3	3	4	4	4	3	3	4	4	4	3	3	4	3	3	4	4	4	3	71	3.55
16	Student 16	5	4	3	4	5	5	4	3	5	5	5	4	3	5	2	3	4	5	5	4	83	4.15
17	Student 17	4	4	3	4	4	4	4	4	4	4	4	4	4	4	3	3	4	4	4	4	77	3.85
18	Student 18	5	3	3	4	5	5	3	3	5	5	5	3	3	5	2	3	4	5	5	3	79	3.95
19	Student 19	5	3	4	3	4	5	3	3	4	5	5	3	3	4	1	4	3	4	5	3	74	3.7
20	Student 20	4	4	4	5	5	4	4	4	5	4	4	4	4	5	1	4	5	5	4	4	83	4.15
21	Student 21	5	5	4	4	5	5	5	4	5	5	5	5	4	5	2	4	4	5	5	5	91	4.55

No	Students' Code	List of Pedagogic's Statements																				Total	X1
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
22	Student 22	5	5	3	4	5	5	5	4	5	5	5	5	4	5	3	3	4	5	5	5	90	4.5
23	Student 23	5	4	3	5	5	5	4	5	5	5	5	4	5	5	2	3	5	5	5	4	89	4.45
24	Student 24	5	4	3	5	5	5	4	4	5	5	5	4	4	5	3	3	5	5	5	4	88	4.4
25	Student 25	5	4	4	5	5	5	4	4	5	5	5	4	4	5	4	4	5	5	5	4	91	4.55
26	Student 26	5	4	4	4	5	5	4	3	5	5	5	4	3	5	4	4	4	5	5	4	87	4.35
27	Student 27	5	4	4	5	4	5	4	4	4	5	5	4	4	4	3	4	5	4	5	4	86	4.3
28	Student 28	5	4	3	5	5	5	4	3	5	5	5	4	3	5	4	3	5	5	5	4	87	4.35
29	Student 29	5	4	3	4	5	5	4	5	5	5	5	4	5	5	5	3	4	5	5	4	90	4.5
30	Student 30	5	4	4	4	5	5	4	4	5	5	5	4	4	5	4	4	4	5	5	4	89	4.45
31	Student 31	5	4	3	5	5	5	4	4	5	5	5	4	4	5	3	3	5	5	5	4	88	4.4
32	Student 32	5	4	3	4	4	5	4	4	4	5	5	4	4	4	4	3	4	4	5	4	83	4.15
33	Student 33	5	4	4	5	5	5	4	4	5	5	5	4	4	5	5	4	5	5	5	4	92	4.6
34	Student 34	5	4	4	5	5	5	4	3	5	5	5	4	3	5	4	4	5	5	5	4	89	4.45
35	Student 35	5	4	3	4	4	5	4	3	4	5	5	4	3	4	3	3	4	4	5	4	80	4
36	Student 36	5	5	4	5	5	5	5	4	5	5	5	5	4	5	3	4	5	5	5	5	94	4.7
37	Student 37	5	5	3	4	4	5	5	4	4	5	5	5	4	4	3	3	4	4	5	5	86	4.3
38	Student 38	5	5	4	5	5	5	5	5	5	5	5	5	5	5	3	4	5	5	5	5	96	4.8
39	Student 39	5	5	3	5	5	5	5	4	5	5	5	5	4	5	3	3	5	5	5	5	92	4.6
40	Student 40	5	3	5	5	5	5	3	2	5	5	5	3	2	5	3	5	5	5	5	3	84	4.2
41	Student 41	3	3	3	5	4	3	3	5	4	3	3	3	5	4	4	3	5	4	3	3	73	3.65
42	Student 42	4	2	5	4	4	4	2	5	4	4	4	2	5	4	5	5	4	4	4	2	77	3.85
43	Student 43	3	2	5	4	4	3	2	5	4	3	3	2	5	4	5	5	4	4	3	2	72	3.6
44	Student 44	2	3	5	4	3	2	3	3	3	2	2	3	3	3	5	5	4	3	2	3	63	3.15

No	Students' Code	List of Pedagogic's Statements																				Total	X1
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
45	Student 45	3	4	4	4	3	3	4	4	3	3	3	4	4	3	5	4	4	3	3	4	72	3.6
46	Student 46	4	5	4	4	3	4	5	5	3	4	4	5	5	3	4	4	4	3	4	5	82	4.1
47	Student 47	4	4	4	3	3	4	4	3	3	4	4	4	3	3	3	4	3	3	4	4	71	3.55
48	Student 48	4	3	4	3	3	4	3	4	3	4	4	3	4	3	2	4	3	3	4	3	68	3.4
49	Student 49	4	2	3	2	3	4	2	3	3	4	4	2	3	3	3	3	2	3	4	2	59	2.95
50	Student 50	5	3	3	2	3	5	3	2	3	5	5	3	2	3	2	3	2	3	5	3	65	3.25



No	Students' Code	List of Personal's Statement												Total	X2
		1	2	3	4	5	6	7	8	9	10	11	12		
1	Student 1	2	5	5	5	5	2	5	2	5	2	2	5	45	3.75
2	Student 2	4	4	4	4	4	4	4	5	4	4	4	4	49	4.083333
3	Student 3	5	4	3	4	5	5	4	4	5	5	5	4	53	4.416667
4	Student 4	4	4	3	4	5	4	4	3	5	4	4	4	48	4
5	Student 5	5	4	4	4	4	5	4	3	4	5	5	4	51	4.25
6	Student 6	5	4	4	4	4	5	4	3	4	5	5	4	51	4.25
7	Student 7	5	3	4	5	5	5	3	4	5	5	5	3	52	4.333333
8	Student 8	5	4	3	4	5	5	4	4	5	5	5	4	53	4.416667
9	Student 9	5	4	3	4	5	5	4	3	5	5	5	4	52	4.333333
10	Student 10	5	4	4	4	5	5	4	4	5	5	5	4	54	4.5
11	Student 11	4	4	4	4	5	4	4	3	5	4	4	4	49	4.083333
12	Student 12	4	5	4	4	4	4	5	3	4	4	4	5	50	4.166667
13	Student 13	5	3	4	5	5	5	3	4	5	5	5	3	52	4.333333
14	Student 14	4	4	3	4	5	4	4	4	5	4	4	4	49	4.083333
15	Student 15	4	3	3	4	4	4	3	3	4	4	4	3	43	3.583333
16	Student 16	5	4	3	4	5	5	4	3	5	5	5	4	52	4.333333
17	Student 17	4	4	3	4	4	4	4	4	4	4	4	4	47	3.916667
18	Student 18	5	3	3	4	5	5	3	3	5	5	5	3	49	4.083333
19	Student 19	5	3	4	3	4	5	3	3	4	5	5	3	47	3.916667
20	Student 20	4	4	4	5	5	4	4	4	5	4	4	4	51	4.25
21	Student 21	5	5	4	4	5	5	5	4	5	5	5	5	57	4.75
22	Student 22	5	5	3	4	5	5	5	4	5	5	5	5	56	4.666667
23	Student 23	5	4	3	5	5	5	4	5	5	5	5	4	55	4.583333
24	Student 24	5	4	3	5	5	5	4	4	5	5	5	4	54	4.5
25	Student 25	5	4	4	5	5	5	4	4	5	5	5	4	55	4.583333
26	Student 26	5	4	4	4	5	5	4	3	5	5	5	4	53	4.416667
27	Student 27	5	4	4	5	4	5	4	4	4	5	5	4	53	4.416667
28	Student 28	5	4	3	5	5	5	4	3	5	5	5	4	53	4.416667
29	Student 29	5	4	3	4	5	5	4	5	5	5	5	4	54	4.5
30	Student 30	5	4	4	4	5	5	4	4	5	5	5	4	54	4.5
31	Student 31	5	4	3	5	5	5	4	4	5	5	5	4	54	4.5
32	Student 32	5	4	3	4	4	5	4	4	4	5	5	4	51	4.25
33	Student 33	5	4	4	5	5	5	4	4	5	5	5	4	55	4.583333
34	Student 34	5	4	4	5	5	5	4	3	5	5	5	4	54	4.5
35	Student 35	5	4	3	4	4	5	4	3	4	5	5	4	50	4.166667
36	Student 36	5	5	4	5	5	5	5	4	5	5	5	5	58	4.833333
37	Student 37	5	5	3	4	4	5	5	4	4	5	5	5	54	4.5

No	Students' Code	List of Personal's Statement												Total	X2
		1	2	3	4	5	6	7	8	9	10	11	12		
38	Student 38	5	5	4	5	5	5	5	5	5	5	5	5	59	4.916667
39	Student 39	5	5	3	5	5	5	5	4	5	5	5	5	57	4.75
40	Student 40	5	3	5	5	5	5	3	2	5	5	5	3	51	4.25
41	Student 41	3	3	3	5	4	3	3	5	4	3	3	3	42	3.5
42	Student 42	4	2	5	4	4	4	2	5	4	4	4	2	44	3.666667
43	Student 43	3	2	5	4	4	3	2	5	4	3	3	2	40	3.333333
44	Student 44	2	3	5	4	3	2	3	3	3	2	2	3	35	2.916667
45	Student 45	3	4	4	4	3	3	4	4	3	3	3	4	42	3.5
46	Student 46	4	5	4	4	3	4	5	5	3	4	4	5	50	4.166667
47	Student 47	4	4	4	3	3	4	4	3	3	4	4	4	44	3.666667
48	Student 48	4	3	4	3	3	4	3	4	3	4	4	3	42	3.5
49	Student 49	4	2	3	2	3	4	2	3	3	4	4	2	36	3
50	Student 50	5	3	3	2	3	5	3	2	3	5	5	3	42	3.5



2. Dilarang mengumpukan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

No	Students' Code	List of Motivation's Statements										Total	Y1
		1	2	3	4	5	6	7	8	9	10		
1	Student 1	2	5	5	5	5	2	5	2	5	2	38	3.8
2	Student 2	4	4	4	4	4	4	4	5	4	4	41	4.1
3	Student 3	5	4	3	4	5	5	4	4	5	5	44	4.4
4	Student 4	4	4	3	4	5	4	4	3	5	4	40	4
5	Student 5	5	4	4	4	4	5	4	3	4	5	42	4.2
6	Student 6	5	4	4	4	4	5	4	3	4	5	42	4.2
7	Student 7	5	3	4	5	5	5	3	4	5	5	44	4.4
8	Student 8	5	4	3	4	5	5	4	4	5	5	44	4.4
9	Student 9	5	4	3	4	5	5	4	3	5	5	43	4.3
10	Student 10	5	4	4	4	5	5	4	4	5	5	45	4.5
11	Student 11	4	4	4	4	5	4	4	3	5	4	41	4.1
12	Student 12	4	5	4	4	4	4	5	3	4	4	41	4.1
13	Student 13	5	3	4	5	5	5	3	4	5	5	44	4.4
14	Student 14	4	4	3	4	5	4	4	4	5	4	41	4.1
15	Student 15	4	3	3	4	4	4	3	3	4	4	36	3.6
16	Student 16	5	4	3	4	5	5	4	3	5	5	43	4.3
17	Student 17	4	4	3	4	4	4	4	4	4	4	39	3.9
18	Student 18	5	3	3	4	5	5	3	3	5	5	41	4.1
19	Student 19	5	3	4	3	4	5	3	3	4	5	39	3.9
20	Student 20	4	4	4	5	5	4	4	4	5	4	43	4.3
21	Student 21	5	5	4	4	5	5	5	4	5	5	47	4.7
22	Student 22	5	5	3	4	5	5	5	4	5	5	46	4.6
23	Student 23	5	4	3	5	5	5	4	5	5	5	46	4.6
24	Student 24	5	4	3	5	5	5	4	4	5	5	45	4.5
25	Student 25	5	4	4	5	5	5	4	4	5	5	46	4.6
26	Student 26	5	4	4	4	5	5	4	3	5	5	44	4.4
27	Student 27	5	4	4	5	4	5	4	4	4	5	44	4.4
28	Student 28	5	4	3	5	5	5	4	3	5	5	44	4.4
29	Student 29	5	4	3	4	5	5	4	5	5	5	45	4.5
30	Student 30	5	4	4	4	5	5	4	4	5	5	45	4.5
31	Student 31	5	4	3	5	5	5	4	4	5	5	45	4.5
32	Student 32	5	4	3	4	4	5	4	4	4	5	42	4.2
33	Student 33	5	4	4	5	5	5	4	4	5	5	46	4.6
34	Student 34	5	4	4	5	5	5	4	3	5	5	45	4.5
35	Student 35	5	4	3	4	4	5	4	3	4	5	41	4.1
36	Student 36	5	5	4	5	5	5	5	4	5	5	48	4.8
37	Student 37	5	5	3	4	4	5	5	4	4	5	44	4.4
38	Student 38	5	5	4	5	5	5	5	5	5	5	49	4.9
39	Student 39	5	5	3	5	5	5	5	4	5	5	47	4.7



2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

No	Students' Code	List of Motivation's Statements										Total	Y1
		1	2	3	4	5	6	7	8	9	10		
40	Student 40	5	3	5	5	5	5	3	2	5	5	43	4.3
41	Student 41	3	3	3	5	4	3	3	5	4	3	36	3.6
42	Student 42	4	2	5	4	4	4	2	5	4	4	38	3.8
43	Student 43	3	2	5	4	4	3	2	5	4	3	35	3.5
44	Student 44	2	3	5	4	3	2	3	3	3	2	30	3
45	Student 45	3	4	4	4	3	3	4	4	3	3	35	3.5
46	Student 46	4	5	4	4	3	4	5	5	3	4	41	4.1
47	Student 47	4	4	4	3	3	4	4	3	3	4	36	3.6
48	Student 48	4	3	4	3	3	4	3	4	3	4	35	3.5
49	Student 49	4	2	3	2	3	4	2	3	3	4	30	3
50	Student 50	5	3	3	2	3	5	3	2	3	5	34	3.4

Appendix 3. Recap Answers to the Questionnaire

No	Students' Code	List of Pedagogic's Statements																	Total	X1
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17		
1	Student 1	2	5	5	5	5	2	5	2	5	2	2	5	2	5	2	5	5	64	3.555556
2	Student 2	4	4	4	4	4	4	4	5	4	4	4	4	5	4	3	4	4	69	3.833333
3	Student 3	5	4	3	4	5	5	4	4	5	5	5	4	4	5	2	3	4	71	3.944444
4	Student 4	4	4	3	4	5	4	4	3	5	4	4	4	3	5	3	3	4	66	3.666667
5	Student 5	5	4	4	4	4	5	4	3	4	5	5	4	3	4	2	4	4	68	3.777778
6	Student 6	5	4	4	4	4	5	4	3	4	5	5	4	3	4	3	4	4	69	3.833333
7	Student 7	5	3	4	5	5	5	3	4	5	5	5	3	4	5	1	4	5	71	3.944444
8	Student 8	5	4	3	4	5	5	4	4	5	5	5	4	4	5	2	3	4	71	3.944444
9	Student 9	5	4	3	4	5	5	4	3	5	5	5	4	3	5	3	3	4	70	3.888889
10	Student 10	5	4	4	4	5	5	4	4	5	5	5	4	4	5	4	4	4	75	4.166667
11	Student 11	4	4	4	4	5	4	4	3	5	4	4	4	3	5	3	4	4	68	3.777778
12	Student 12	4	5	4	4	4	4	5	3	4	4	4	5	3	4	2	4	4	67	3.722222
13	Student 13	5	3	4	5	5	5	3	4	5	5	5	3	4	5	3	4	5	73	4.055556
14	Student 14	4	4	3	4	5	4	4	4	5	4	4	4	4	5	2	3	4	67	3.722222
15	Student 15	4	3	3	4	4	4	3	3	4	4	4	3	3	4	3	3	4	60	3.333333
16	Student 16	5	4	3	4	5	5	4	3	5	5	5	4	3	5	2	3	4	69	3.833333
17	Student 17	4	4	3	4	4	4	4	4	4	4	4	4	4	4	3	3	4	65	3.611111
18	Student 18	5	3	3	4	5	5	3	3	5	5	5	3	3	5	2	3	4	66	3.666667
19	Student 19	5	3	4	3	4	5	3	3	4	5	5	3	3	4	1	4	3	62	3.444444
20	Student 20	4	4	4	5	5	4	4	4	5	4	4	4	4	5	1	4	5	70	3.888889
21	Student 21	5	5	4	4	5	5	5	4	5	5	5	5	4	5	2	4	4	76	4.222222

No	Students' Code	List of Pedagogic's Statements																	Total	X1
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17		
22	Student 22	5	5	3	4	5	5	5	4	5	5	5	5	4	5	3	3	4	75	4.166667
23	Student 23	5	4	3	5	5	5	4	5	5	5	5	4	5	5	2	3	5	75	4.166667
24	Student 24	5	4	3	5	5	5	4	4	5	5	5	4	4	5	3	3	5	74	4.111111
25	Student 25	5	4	4	5	5	5	4	4	5	5	5	4	4	5	4	4	5	77	4.277778
26	Student 26	5	4	4	4	5	5	4	3	5	5	5	4	3	5	4	4	4	73	4.055556
27	Student 27	5	4	4	5	4	5	4	4	4	5	5	4	4	4	3	4	5	73	4.055556
28	Student 28	5	4	3	5	5	5	4	3	5	5	5	4	3	5	4	3	5	73	4.055556
29	Student 29	5	4	3	4	5	5	4	5	5	5	5	4	5	5	5	3	4	76	4.222222
30	Student 30	5	4	4	4	5	5	4	4	5	5	5	4	4	5	4	4	4	75	4.166667
31	Student 31	5	4	3	5	5	5	4	4	5	5	5	4	4	5	3	3	5	74	4.111111
32	Student 32	5	4	3	4	4	5	4	4	4	5	5	4	4	4	4	3	4	70	3.888889
33	Student 33	5	4	4	5	5	5	4	4	5	5	5	4	4	5	5	4	5	78	4.333333
34	Student 34	5	4	4	5	5	5	4	3	5	5	5	4	3	5	4	4	5	75	4.166667
35	Student 35	5	4	3	4	4	5	4	3	4	5	5	4	3	4	3	3	4	67	3.722222
36	Student 36	5	5	4	5	5	5	5	4	5	5	5	5	4	5	3	4	5	79	4.388889
37	Student 37	5	5	3	4	4	5	5	4	4	5	5	5	4	4	3	3	4	72	4
38	Student 38	5	5	4	5	5	5	5	5	5	5	5	5	5	5	3	4	5	81	4.5
39	Student 39	5	5	3	5	5	5	5	4	5	5	5	5	4	5	3	3	5	77	4.277778
40	Student 40	5	3	5	5	5	5	3	2	5	5	5	3	2	5	3	5	5	71	3.944444
41	Student 41	3	3	3	5	4	3	3	5	4	3	3	3	5	4	4	3	5	63	3.5
42	Student 42	4	2	5	4	4	4	2	5	4	4	4	2	5	4	5	5	4	67	3.722222
43	Student 43	3	2	5	4	4	3	2	5	4	3	3	2	5	4	5	5	4	63	3.5
44	Student 44	2	3	5	4	3	2	3	3	3	2	2	3	3	3	5	5	4	55	3.055556

No	Students' Code	List of Pedagogic's Statements																	Total	X1
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17		
45	Student 45	3	4	4	4	3	3	4	4	3	3	3	4	4	3	5	4	4	62	3.444444
46	Student 46	4	5	4	4	3	4	5	5	3	4	4	5	5	3	4	4	4	70	3.888889
47	Student 47	4	4	4	3	3	4	4	3	3	4	4	4	3	3	3	4	3	60	3.333333
48	Student 48	4	3	4	3	3	4	3	4	3	4	4	3	4	3	2	4	3	58	3.222222
49	Student 49	4	2	3	2	3	4	2	3	3	4	4	2	3	3	3	3	2	50	2.777778
50	Student 50	5	3	3	2	3	5	3	2	3	5	5	3	2	3	2	3	2	54	3
51	Student 51	4	4	3	1	3	4	4	3	3	4	4	4	3	3	2	3	1	53	2.944444
52	Student 52	5	3	3	1	3	5	3	4	3	5	5	3	4	3	3	3	1	57	3.166667
53	Student 53	5	2	5	2	2	5	2	3	2	5	5	2	3	2	2	5	2	54	3
54	Student 54	5	3	5	3	2	5	3	4	2	5	5	3	4	2	3	5	3	62	3.444444
55	Student 55	4	4	5	4	3	4	4	3	3	4	4	4	3	3	2	5	4	63	3.5
56	Student 56	3	4	4	5	4	3	4	4	4	3	3	4	4	4	1	4	5	63	3.5
57	Student 57	3	5	4	5	3	3	5	3	3	3	3	5	3	3	1	4	5	61	3.388889
58	Student 58	3	4	4	4	2	3	4	2	2	3	3	4	2	2	1	4	4	45	2.5
59	Student 59	3	3	3	3	1	3	3	3	1	3	3	3	3	1	1	3	3	43	2.388889
60	Student 60	3	2	3	4	1	3	2	4	1	3	3	2	4	1	2	3	4	45	2.5
61	Student 61	5	5	3	4	4	5	5	4	4	5	5	5	5	4	3	3	4	72	4
62	Student 62	5	5	4	5	5	5	5	5	5	5	5	5	5	5	3	4	5	81	4.5
63	Student 63	5	5	3	5	5	5	5	4	5	5	5	5	5	4	5	3	5	77	4.277778
64	Student 64	5	5	3	4	4	5	5	4	4	5	5	5	5	4	4	3	4	72	4
65	Student 65	5	5	4	5	5	5	5	5	5	5	5	5	5	5	3	4	5	81	4.5
66	Student 66	5	5	3	5	5	5	5	4	5	5	5	5	5	4	5	3	5	77	4.277778
67	Student 67	5	3	5	5	5	5	3	2	5	5	5	3	2	5	3	5	5	71	3.944444

No	Students' Code	List of Pedagogic's Statements																	Total	X1
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17		
68	Student 68	3	3	3	5	4	3	3	5	4	3	3	3	5	4	4	3	5	63	3.5
69	Student 69	4	2	5	4	4	4	2	5	4	4	4	2	5	4	5	5	4	67	3.722222
70	Student 70	3	2	5	4	4	3	2	5	4	3	3	2	5	4	5	5	4	63	3.5
71	Student 71	2	3	5	4	3	2	3	3	3	2	2	3	3	3	5	5	4	55	3.055556
72	Student 72	3	4	4	4	3	3	4	4	3	3	3	4	4	3	5	4	4	62	3.444444
73	Student 73	4	5	4	4	3	4	5	5	3	4	4	5	5	3	4	4	4	70	3.888889
74	Student 74	5	5	3	4	4	5	5	4	4	5	5	5	4	4	3	3	4	72	4
75	Student 75	5	5	4	5	5	5	5	5	5	5	5	5	5	5	3	4	5	81	4.5
76	Student 76	5	5	3	4	4	5	5	4	4	5	5	5	4	4	3	3	4	72	4
77	Student 77	5	5	4	5	5	5	5	5	5	5	5	5	5	5	3	4	5	81	4.5
78	Student 78	5	5	3	5	5	5	5	4	5	5	5	5	4	5	3	3	5	77	4.277778
79	Student 79	5	3	5	5	5	5	3	2	5	5	5	3	2	5	3	5	5	71	3.944444
80	Student 80	3	3	3	5	4	3	3	5	4	3	3	3	5	4	4	3	5	63	3.5
81	Student 81	4	2	5	4	4	4	2	5	4	4	4	2	5	4	5	5	4	67	3.722222
82	Student 82	3	2	5	4	4	3	2	5	4	3	3	2	5	4	5	5	4	63	3.5
83	Student 83	2	3	5	4	3	2	3	3	3	2	2	3	3	3	5	5	4	55	3.055556
84	Student 84	3	4	4	4	3	3	4	4	3	3	3	4	4	3	5	4	4	62	3.444444
85	Student 85	4	5	4	4	3	4	5	5	3	4	4	5	5	3	4	4	4	70	3.888889



2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

No.	Students' Code	List of Personal's Statement										Total	X2
		1	2	3	4	5	6	7	8	9	10		
1	Student 1	2	5	5	5	5	2	5	2	5	2	38	3.8
2	Student 2	4	4	4	4	4	4	4	5	4	4	41	4.1
3	Student 3	5	4	3	4	5	5	4	4	5	5	44	4.4
4	Student 4	4	4	3	4	5	4	4	3	5	4	40	4
5	Student 5	5	4	4	4	4	5	4	3	4	5	42	4.2
6	Student 6	5	4	4	4	4	5	4	3	4	5	42	4.2
7	Student 7	5	3	4	5	5	5	3	4	5	5	44	4.4
8	Student 8	5	4	3	4	5	5	4	4	5	5	44	4.4
9	Student 9	5	4	3	4	5	5	4	3	5	5	43	4.3
10	Student 10	5	4	4	4	5	5	4	4	5	5	45	4.5
11	Student 11	4	4	4	4	5	4	4	3	5	4	41	4.1
12	Student 12	4	5	4	4	4	4	5	3	4	4	41	4.1
13	Student 13	5	3	4	5	5	5	3	4	5	5	44	4.4
14	Student 14	4	4	3	4	5	4	4	4	5	4	41	4.1
15	Student 15	4	3	3	4	4	4	3	3	4	4	36	3.6
16	Student 16	5	4	3	4	5	5	4	3	5	5	43	4.3
17	Student 17	4	4	3	4	4	4	4	4	4	4	39	3.9
18	Student 18	5	3	3	4	5	5	3	3	5	5	41	4.1
19	Student 19	5	3	4	3	4	5	3	3	4	5	39	3.9
20	Student 20	4	4	4	5	5	4	4	4	5	4	43	4.3
21	Student 21	5	5	4	4	5	5	5	4	5	5	47	4.7
22	Student 22	5	5	3	4	5	5	5	4	5	5	46	4.6
23	Student 23	5	4	3	5	5	5	4	5	5	5	46	4.6
24	Student 24	5	4	3	5	5	5	4	4	5	5	45	4.5
25	Student 25	5	4	4	5	5	5	4	4	5	5	46	4.6
26	Student 26	5	4	4	4	5	5	4	3	5	5	44	4.4
27	Student 27	5	4	4	5	4	5	4	4	4	5	44	4.4
28	Student 28	5	4	3	5	5	5	4	3	5	5	44	4.4
29	Student 29	5	4	3	4	5	5	4	5	5	5	45	4.5
30	Student 30	5	4	4	4	5	5	4	4	5	5	45	4.5
31	Student 31	5	4	3	5	5	5	4	4	5	5	45	4.5
32	Student 32	5	4	3	4	4	5	4	4	4	5	42	4.2
33	Student 33	5	4	4	5	5	5	4	4	5	5	46	4.6
34	Student 34	5	4	4	5	5	5	4	3	5	5	45	4.5
35	Student 35	5	4	3	4	4	5	4	3	4	5	41	4.1
36	Student 36	5	5	4	5	5	5	5	4	5	5	48	4.8
37	Student 37	5	5	3	4	4	5	5	4	4	5	44	4.4



2. Dilarang mengutip dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

No	Students' Code	List of Personal's Statement										Total	X2
		1	2	3	4	5	6	7	8	9	10		
38	Student 38	5	5	4	5	5	5	5	5	5	5	49	4.9
39	Student 39	5	5	3	5	5	5	5	4	5	5	47	4.7
40	Student 40	5	3	5	5	5	5	3	2	5	5	43	4.3
41	Student 41	3	3	3	5	4	3	3	5	4	3	36	3.6
42	Student 42	4	2	5	4	4	4	2	5	4	4	38	3.8
43	Student 43	3	2	5	4	4	3	2	5	4	3	35	3.5
44	Student 44	2	3	5	4	3	2	3	3	3	2	30	3
45	Student 45	3	4	4	4	3	3	4	4	3	3	35	3.5
46	Student 46	4	5	4	4	3	4	5	5	3	4	41	4.1
47	Student 47	4	4	4	3	3	4	4	3	3	4	36	3.6
48	Student 48	4	3	4	3	3	4	3	4	3	4	35	3.5
49	Student 49	4	2	3	2	3	4	2	3	3	4	30	3
50	Student 50	5	3	3	2	3	5	3	2	3	5	34	3.4
51	Student 51	4	4	3	1	3	4	4	3	3	4	33	3.3
52	Student 52	5	3	3	1	3	5	3	4	3	5	35	3.5
53	Student 53	5	2	5	2	2	5	2	3	2	5	33	3.3
54	Student 54	5	3	5	3	2	5	3	4	2	5	37	3.7
55	Student 55	4	4	5	4	3	4	4	3	3	4	38	3.8
56	Student 56	3	4	4	5	4	3	4	4	4	3	38	3.8
57	Student 57	3	5	4	5	3	3	5	3	3	3	37	3.7
58	Student 58	3	4	4	4	2	3	4	2	2	3	27	2.7
59	Student 59	3	3	3	3	1	3	3	3	1	3	26	2.6
60	Student 60	3	2	3	4	1	3	2	4	1	3	26	2.6
61	Student 61	5	5	3	4	4	5	5	4	4	5	44	4.4
62	Student 62	5	5	4	5	5	5	5	5	5	5	49	4.9
63	Student 63	5	5	3	5	5	5	5	4	5	5	47	4.7
64	Student 64	5	5	3	4	4	5	5	4	4	5	44	4.4
65	Student 65	5	5	4	5	5	5	5	5	5	5	49	4.9
66	Student 66	5	5	3	5	5	5	5	4	5	5	47	4.7
67	Student 67	5	3	5	5	5	5	3	2	5	5	43	4.3
68	Student 68	3	3	3	5	4	3	3	5	4	3	36	3.6
69	Student 69	4	2	5	4	4	4	2	5	4	4	38	3.8
70	Student 70	3	2	5	4	4	3	2	5	4	3	35	3.5
71	Student 71	2	3	5	4	3	2	3	3	3	2	30	3
72	Student 72	3	4	4	4	3	3	4	4	3	3	35	3.5
73	Student 73	4	5	4	4	3	4	5	5	3	4	41	4.1
74	Student 74	5	5	3	4	4	5	5	4	4	5	44	4.4
75	Student 75	5	5	4	5	5	5	5	5	5	5	49	4.9
76	Student 76	5	5	3	4	4	5	5	4	4	5	44	4.4



2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

No	Students' Code	List of Personal's Statement										Total	X2
		1	2	3	4	5	6	7	8	9	10		
77	Student 77	5	5	4	5	5	5	5	5	5	5	49	4.9
78	Student 78	5	5	3	5	5	5	5	4	5	5	47	4.7
79	Student 79	5	3	5	5	5	5	3	2	5	5	43	4.3
80	Student 80	3	3	3	5	4	3	3	5	4	3	36	3.6
81	Student 81	4	2	5	4	4	4	2	5	4	4	38	3.8
82	Student 82	3	2	5	4	4	3	2	5	4	3	35	3.5
83	Student 83	2	3	5	4	3	2	3	3	3	2	30	3
84	Student 84	3	4	4	4	3	3	4	4	3	3	35	3.5
85	Student 85	4	5	4	4	3	4	5	5	3	4	41	4.1

1. Dilarang menyalin, mengutip, atau memperbanyak sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber.

2. Dilarang menyalin, mengutip, atau memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
- Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

No	Students' Code	List of Motivation's Statements								Total	Y1
		1	2	3	4	5	6	7	8		
1	Student 1	2	5	5	5	5	2	5	2	31	3.875
2	Student 2	4	4	4	4	4	4	4	5	33	4.125
3	Student 3	5	4	3	4	5	5	4	4	34	4.25
4	Student 4	4	4	3	4	5	4	4	3	31	3.875
5	Student 5	5	4	4	4	4	5	4	3	33	4.125
6	Student 6	5	4	4	4	4	5	4	3	33	4.125
7	Student 7	5	3	4	5	5	5	3	4	34	4.25
8	Student 8	5	4	3	4	5	5	4	4	34	4.25
9	Student 9	5	4	3	4	5	5	4	3	33	4.125
10	Student 10	5	4	4	4	5	5	4	4	35	4.375
11	Student 11	4	4	4	4	5	4	4	3	32	4
12	Student 12	4	5	4	4	4	4	5	3	33	4.125
13	Student 13	5	3	4	5	5	5	3	4	34	4.25
14	Student 14	4	4	3	4	5	4	4	4	32	4
15	Student 15	4	3	3	4	4	4	3	3	28	3.5
16	Student 16	5	4	3	4	5	5	4	3	33	4.125
17	Student 17	4	4	3	4	4	4	4	4	31	3.875
18	Student 18	5	3	3	4	5	5	3	3	31	3.875
19	Student 19	5	3	4	3	4	5	3	3	30	3.75
20	Student 20	4	4	4	5	5	4	4	4	34	4.25
21	Student 21	5	5	4	4	5	5	5	4	37	4.625
22	Student 22	5	5	3	4	5	5	5	4	36	4.5
23	Student 23	5	4	3	5	5	5	4	5	36	4.5
24	Student 24	5	4	3	5	5	5	4	4	35	4.375
25	Student 25	5	4	4	5	5	5	4	4	36	4.5
26	Student 26	5	4	4	4	5	5	4	3	34	4.25
27	Student 27	5	4	4	5	4	5	4	4	35	4.375
28	Student 28	5	4	3	5	5	5	4	3	34	4.25
29	Student 29	5	4	3	4	5	5	4	5	35	4.375
30	Student 30	5	4	4	4	5	5	4	4	35	4.375
31	Student 31	5	4	3	5	5	5	4	4	35	4.375
32	Student 32	5	4	3	4	4	5	4	4	33	4.125
33	Student 33	5	4	4	5	5	5	4	4	36	4.5
34	Student 34	5	4	4	5	5	5	4	3	35	4.375
35	Student 35	5	4	3	4	4	5	4	3	32	4
36	Student 36	5	5	4	5	5	5	5	4	38	4.75
37	Student 37	5	5	3	4	4	5	5	4	35	4.375
38	Student 38	5	5	4	5	5	5	5	5	39	4.875
39	Student 39	5	5	3	5	5	5	5	4	37	4.625



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
- Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

No	Students' Code	List of Motivation's Statements								Total	Y1
		1	2	3	4	5	6	7	8		
40	Student 40	5	3	5	5	5	5	3	2	33	4.125
41	Student 41	3	3	3	5	4	3	3	5	29	3.625
42	Student 42	4	2	5	4	4	4	2	5	30	3.75
43	Student 43	3	2	5	4	4	3	2	5	28	3.5
44	Student 44	2	3	5	4	3	2	3	3	25	3.125
45	Student 45	3	4	4	4	3	3	4	4	29	3.625
46	Student 46	4	5	4	4	3	4	5	5	34	4.25
47	Student 47	4	4	4	3	3	4	4	3	29	3.625
48	Student 48	4	3	4	3	3	4	3	4	28	3.5
49	Student 49	4	2	3	2	3	4	2	3	23	2.875
50	Student 50	5	3	3	2	3	5	3	2	26	3.25
51	Student 51	4	4	3	1	3	4	4	3	26	3.25
52	Student 52	5	3	3	1	3	5	3	4	27	3.375
53	Student 53	5	2	5	2	2	5	2	3	26	3.25
54	Student 54	5	3	5	3	2	5	3	4	30	3.75
55	Student 55	4	4	5	4	3	4	4	3	31	3.875
56	Student 56	3	4	4	5	4	3	4	4	31	3.875
57	Student 57	3	5	4	5	3	3	5	3	31	3.875
58	Student 58	3	4	4	4	2	3	4	2	24	3
59	Student 59	3	3	3	3	1	3	3	3	22	2.75
60	Student 60	3	2	3	4	1	3	2	4	22	2.75
61	Student 61	5	5	3	4	4	5	5	4	35	4.375
62	Student 62	5	5	4	5	5	5	5	5	39	4.875
63	Student 63	5	5	3	5	5	5	5	4	37	4.625
64	Student 64	5	5	3	4	4	5	5	4	35	4.375
65	Student 65	5	5	4	5	5	5	5	5	39	4.875
66	Student 66	5	5	3	5	5	5	5	4	37	4.625
67	Student 67	5	3	5	5	5	5	3	2	33	4.125
68	Student 68	3	3	3	5	4	3	3	5	29	3.625
69	Student 69	4	2	5	4	4	4	2	5	30	3.75
70	Student 70	3	2	5	4	4	3	2	5	28	3.5
71	Student 71	2	3	5	4	3	2	3	3	25	3.125
72	Student 72	3	4	4	4	3	3	4	4	29	3.625
73	Student 73	4	5	4	4	3	4	5	5	34	4.25
74	Student 74	5	5	3	4	4	5	5	4	35	4.375
75	Student 75	5	5	4	5	5	5	5	5	39	4.875
76	Student 76	5	5	3	4	4	5	5	4	35	4.375
77	Student 77	5	5	4	5	5	5	5	5	39	4.875
78	Student 78	5	5	3	5	5	5	5	4	37	4.625



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumpukan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

No	Students' Code	List of Motivation's Statements								Total	Y1
		1	2	3	4	5	6	7	8		
79	Student 79	5	3	5	5	5	5	3	2	33	4.125
80	Student 80	3	3	3	5	4	3	3	5	29	3.625
81	Student 81	4	2	5	4	4	4	2	5	30	3.75
82	Student 82	3	2	5	4	4	3	2	5	28	3.5
83	Student 83	2	3	5	4	3	2	3	3	25	3.125
84	Student 84	3	4	4	4	3	3	4	4	29	3.625
85	Student 85	4	5	4	4	3	4	5	5	34	4.25



Appendix 4. Students' Learning Outcomes in English

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

No	Students' Code	Learning Outcomes	Explanation
1	Student 1	78	Poor
2	Student 2	74	Poor
3	Student 3	74	Poor
4	Student 4	78	Poor
5	Student 5	88	Good
6	Student 6	78	Poor
7	Student 7	79	Poor
8	Student 8	77	Poor
9	Student 9	100	Excellent
10	Student 10	75	Poor
11	Student 11	75	Poor
12	Student 12	91	Excellent
13	Student 13	76	Poor
14	Student 14	75	Poor
15	Student 15	88	Good
16	Student 16	74	Poor
17	Student 17	74	Poor
18	Student 18	75	Poor
19	Student 19	75	Poor
20	Student 20	85	Good
21	Student 21	75	Poor
22	Student 22	75	Poor
23	Student 23	86	Good
24	Student 24	74	Poor
25	Student 25	76	Poor
26	Student 26	87	Good
27	Student 27	77	Poor
28	Student 28	75	Poor
29	Student 29	75	Poor
30	Student 30	75	Poor
31	Student 31	75	Poor
32	Student 32	75	Poor
33	Student 33	78	Poor
34	Student 34	80	Poor
35	Student 35	77	Poor
36	Student 36	78	Poor



© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumpukan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

No	Students' Code	Learning Outcomes	Explanation
37	Student 37	76	Poor
38	Student 38	75	Poor
39	Student 39	78	Poor
40	Student 40	85	Good
41	Student 41	85	Good
42	Student 42	84	Good
43	Student 43	82	Poor
44	Student 44	81	Poor
45	Student 45	82	Poor
46	Student 46	80	Poor
47	Student 47	82	Poor
48	Student 48	82	Poor
49	Student 49	78	Poor
50	Student 50	76	Poor
51	Student 51	75	Poor
52	Student 52	76	Poor
53	Student 53	77	Poor
54	Student 54	80	Poor
55	Student 55	77	Poor
56	Student 56	91	Excellent
57	Student 57	74	Poor
58	Student 58	78	Poor
59	Student 59	88	Good
60	Student 60	76	Poor
61	Student 61	82	Poor
62	Student 62	81	Poor
63	Student 63	82	Poor
64	Student 64	88	Good
65	Student 65	82	Poor
66	Student 66	82	Poor
67	Student 67	78	Poor
68	Student 68	76	Poor
69	Student 69	75	Poor
70	Student 70	91	Excellent
71	Student 71	77	Poor
72	Student 72	80	Poor
73	Student 73	77	Poor
74	Student 74	88	Good
75	Student 75	74	Poor



© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumunkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

No	Students' Code	Learning Outcomes	Explanation
76	Student 76	78	Poor
77	Student 77	78	Poor
78	Student 78	76	Poor
79	Student 79	80	Poor
80	Student 80	77	Poor
81	Student 81	78	Poor
82	Student 82	74	Poor
83	Student 83	78	Poor
84	Student 84	78	Poor
85	Student 85	76	Poor

Appendix 5. SPSS Data Processing Results



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumpukan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

No Item	r count	r table	explanation
Item 1	0,652	0,2787	Valid
Item 2	0,626	0,2787	Valid
Item 3	0,110	0,2787	Invalid
Item 4	0,676	0,2787	Valid
Item 5	0,778	0,2787	Valid
Item 6	0,652	0,2787	Valid
Item 7	0,626	0,2787	Valid
Item 8	0,330	0,2787	Valid
Item 9	0,778	0,2787	Valid
Item 10	0,652	0,2787	Valid
Item 11	0,652	0,2787	Valid
Item 12	0,626	0,2787	Valid
Item 13	0,330	0,2787	Valid
Item 14	0,778	0,2787	Valid
Item 15	0,029	0,2787	Invalid
Item 16	0,110	0,2787	Invalid
Item 17	0,676	0,2787	Valid
Item 18	0,778	0,2787	Valid
Item 19	0,652	0,2787	Valid
Item 20	0,626	0,2787	Valid

No Item	r count	r table	explanation
Item 1	0,755	0,2787	Valid
Item 2	0,669	0,2787	Valid
Item 3	0,218	0,2787	Invalid
Item 4	0,565	0,2787	Valid
Item 5	0,742	0,2787	Valid
Item 6	0,755	0,2787	Valid
Item 7	0,669	0,2787	Valid
Item 8	0,229	0,2787	Invalid
Item 9	0,742	0,2787	Valid
Item 10	0,755	0,2787	Valid
Item 11	0,755	0,2787	Valid
Item 12	0,669	0,2787	Valid



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mengutip sumbernya.
- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumpukan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

© Hak cipta milik UIN Suska Riau

No Item	r count	r table	explanation
Item 1	0,725	0,2787	Valid
Item 2	0,619	0,2787	Valid
Item 3	0,167	0,2787	Invalid
Item 4	0,626	0,2787	Valid
Item 5	0,787	0,2787	Valid
Item 6	0,725	0,2787	Valid
Item 7	0,619	0,2787	Valid
Item 8	0,272	0,2787	Invalid
Item 9	0,787	0,2787	Valid
Item 10	0,725	0,2787	Valid

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Pedagogical Competence	77.3800	59.710	.591	.852
Pedagogical Competence	78.0200	60.102	.562	.853
Pedagogical Competence	78.2200	69.155	-.187	.877
Pedagogical Competence	77.6800	59.977	.623	.852
Pedagogical Competence	77.4400	58.700	.739	.847
Pedagogical Competence	77.3800	59.710	.591	.852
Pedagogical Competence	78.0200	60.102	.562	.853
Pedagogical Competence	78.1800	63.783	.238	.866
Pedagogical Competence	77.4400	58.700	.739	.847
Pedagogical Competence	77.3800	59.710	.591	.852
Pedagogical Competence	77.3800	59.710	.591	.852
Pedagogical Competence	78.0200	60.102	.562	.853
Pedagogical Competence	78.1800	63.783	.238	.866
Pedagogical Competence	77.4400	58.700	.739	.847
Pedagogical Competence	78.8200	68.191	-.102	.886
Pedagogical Competence	78.2200	69.155	-.187	.877
Pedagogical Competence	77.6800	59.977	.623	.852
Pedagogical Competence	77.4400	58.700	.739	.847
Pedagogical Competence	77.3800	59.710	.591	.852
Pedagogical Competence	78.0200	60.102	.562	.853



- Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini untuk dicantumkan dan menyebutkan sumber:
- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumpukan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Personal Competence	45.5200	24.296	.682	.810
Personal Competence	46.1600	25.076	.579	.819
Personal Competence	46.3600	32.235	-.327	.875
Personal Competence	45.8200	26.232	.464	.828
Personal Competence	45.5800	24.779	.673	.812
Personal Competence	45.5200	24.296	.682	.810
Personal Competence	46.1600	25.076	.579	.819
Personal Competence	46.3200	28.834	.083	.857
Personal Competence	45.5800	24.779	.673	.812
Personal Competence	45.5200	24.296	.682	.810
Personal Competence	45.5200	24.296	.682	.810
Personal Competence	46.1600	25.076	.579	.819

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Motivation	37.1600	14.994	.621	.737
Motivation	37.8000	15.755	.490	.755
Motivation	38.0000	20.816	-.306	.835
Motivation	37.4600	15.927	.508	.753
Motivation	37.2200	14.869	.709	.727
Motivation	37.1600	14.994	.621	.737
Motivation	37.8000	15.755	.490	.755
Motivation	37.9600	18.121	.091	.806
Motivation	37.2200	14.869	.709	.727
Motivation	37.1600	14.994	.621	.737



Reliability Statistics

Cronbach's	
Alpha	N of Items
.864	20

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
81.8800	67.536	8.21805	20

Reliability Statistics

Cronbach's	
Alpha	N of Items
.837	12

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
50.0200	30.224	5.49764	12

Reliability Statistics

Cronbach's	
Alpha	N of Items
.779	10

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
41.6600	19.413	4.40598	10

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
- Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pedagogical Competence	85	50.00	96.00	79.8118	10.62734
Personal Competence	85	31.00	59.00	48.6353	6.98612
Motivation	85	26.00	49.00	40.4941	5.64131
Learning Outcomes	85	74.00	87.00	77.7412	3.16662
Valid N (listwise)	85				

Correlations

		Motivation	Pedagogical Competence	Personal Competence
Pearson Correlation	Motivation	1.000	.991	.994
	Pedagogical Competence	.991	1.000	.976
	Personal Competence	.994	.976	1.000
Sig. (1-tailed)	Motivation	.	.000	.000
	Pedagogical Competence	.000	.	.000
	Personal Competence	.000	.000	.
	Motivation	85	85	85
	Pedagogical Competence	85	85	85
	Personal Competence	85	85	85

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.998 ^a	.997	.996	.33393	1.209

a. Predictors: (Constant), Personal Competence, Pedagogical Competence

b. Dependent Variable: Motivation

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2664.103	2	1332.052	11945.781	.000 ^b
	Residual	9.144	82	.112		
	Total	2673.247	84			

a. Dependent Variable: Motivation

b. Predictors: (Constant), Personal Competence, Pedagogical Competence

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.314	.283		-1.111	.270
	Pedagogical Competence	.234	.016	.441	14.966	.000
	Personal Competence	.454	.024	.563	19.080	.000

a. Dependent Variable: Motivation

Collinearity Diagnostics^a

Model	Dimension	Eigenvalue	Condition Index	(Constant)	Variance Proportions	
					Pedagogical Competence	Personal Competence
1	1	2.987	1.000	.00	.00	.00
	2	.012	15.558	.88	.01	.02
	3	.000	81.706	.11	.99	.98

a. Dependent Variable: Motivation

Residuals Statistics^a

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	25.7271	48.9985	40.4941	5.63165	85
Std. Predicted Value	-2.622	1.510	.000	1.000	85
Standard Error of Predicted Value	.036	.127	.059	.020	85
Adjusted Predicted Value	25.6958	48.9984	40.4946	5.63091	85
Residual	-.64777	.99515	.00000	.32993	85
Std. Residual	-1.940	2.980	.000	.988	85
Stud. Residual	-1.971	3.004	-.001	1.003	85
Deleted Residual	-.66893	1.01129	-.00045	.34020	85
Stud. Deleted Residual	-2.007	3.165	.000	1.016	85
Mahal. Distance	.011	11.236	1.976	2.262	85
Cook's Distance	.000	.063	.010	.014	85
Centered Leverage Value	.000	.134	.024	.027	85

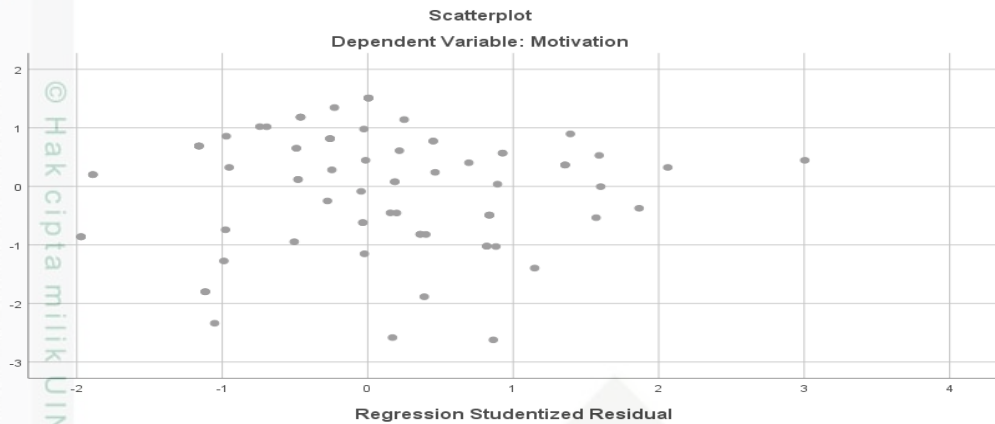
a. Dependent Variable: Motivation



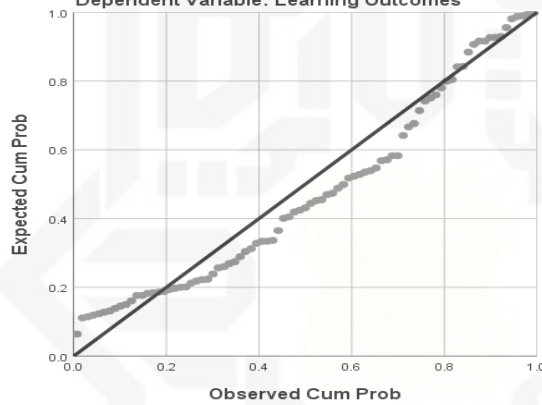
UIN SUSKA RIAU

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber.
- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumpukan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Regression Studentized Residual



Normal P-P Plot of Regression Standardized Residual
Dependent Variable: Learning Outcomes



One-Sample Kolmogorov-Smirnov Test

		Unstandardized
		Residual
N		85
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	.32992904
Most Extreme Differences	Absolute	.062
	Positive	.054
	Negative	-.062
Test Statistic		.062
Asymp. Sig. (2-tailed)		.200 ^{c,d}

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.
- d. This is a lower bound of the true significance.